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ABSTRACT

Intended to support and guide teachers and administrators in providing appropriate experiences for 3-, 4-, and 5-year-old children in significant areas of living and learning, this curriculum guide reflects the early childhood education (ECE) philosophy of the South Carolina State Department of Education. The guide first provides an overview of ECE in South Carolina, lists characteristics of young children and responsibilities of their teachers, outlines ways to improve communication between parents and teachers, and describes an appropriate learning environment for young children and a typical daily schedule. Also outlined are several alternate daily schedules appropriate for different programs in different environments. The greatest portion of the guide focuses on learning experiences. These are categorized by content area, including nutrition, health and safety, play, understanding the world, the expressive arts (music, art, creative dramatics, and movement exploration), language and communication, and number relationships. Concluding sections of the guide outline characteristics of children with special needs and related guidelines for their teachers, and describe responsibilities of personnel for ECE programs. A selected bibliography cites books, pamphlets, and tapes, lists professional organizations, identifies sources for learning materials and films, and provides a directory of publishers. (RH)

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"The curriculum for the kindergarten is as broad as life itself. The major aim of education is to help the child make the best adjustment to life that is possible for a human being of his potential."

Helen Heffernan

EARLY CHILDHOOD EDUCATION
IN
SOUTH CAROLINA

Learning Experiences for the 3-, 4-, and 5-year old Child

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FOREWORD

In recent years, there has been a rapid expansion of early childhood education programs in South Carolina. As educators, legislators, and the public have recognized the vital importance of the learning experiences of the early years, more opportunities have been created and actualized. The State-supported kindergarten which began in 1969, has made the transition from a grant plan to regular funding in 1978-79 under the South Carolina Education Finance Act.

The advent of child development programs for three, four, and five year olds, the expansion of day care centers, and the continuation of Head Start programs significantly broaden the opportunities for enriching the lives of young children in South Carolina. These opportunities can make an important difference in the lives of children today and in the society of tomorrow only if programs of excellent quality are provided and maintained. Herein lies the challenge which can only be met by the adults who work with young children. It is essential that their decisions be based on the total developmental needs of young children, and knowledge of how they learn most effectively.

This publication is intended to support and guide teachers and administrators in providing appropriate experiences for three, four, and five year old children in significant areas of living and learning. It reflects the early childhood education philosophy of the South Carolina State Department of Education. Though comprehensive in scope, this guide does not purport to be all inclusive; however, it is an excellent resource book and should be used as the basis for a well-balanced program.

Early Childhood Education in South Carolina is dedicated to all teachers of young children with the hope that they accept the challenge to provide meaningful and personalized experiences which will enhance the natural growth and development of each individual entrusted to their care.

Charlie G. Williams
State Superintendent of Education
South Carolina Department of Education

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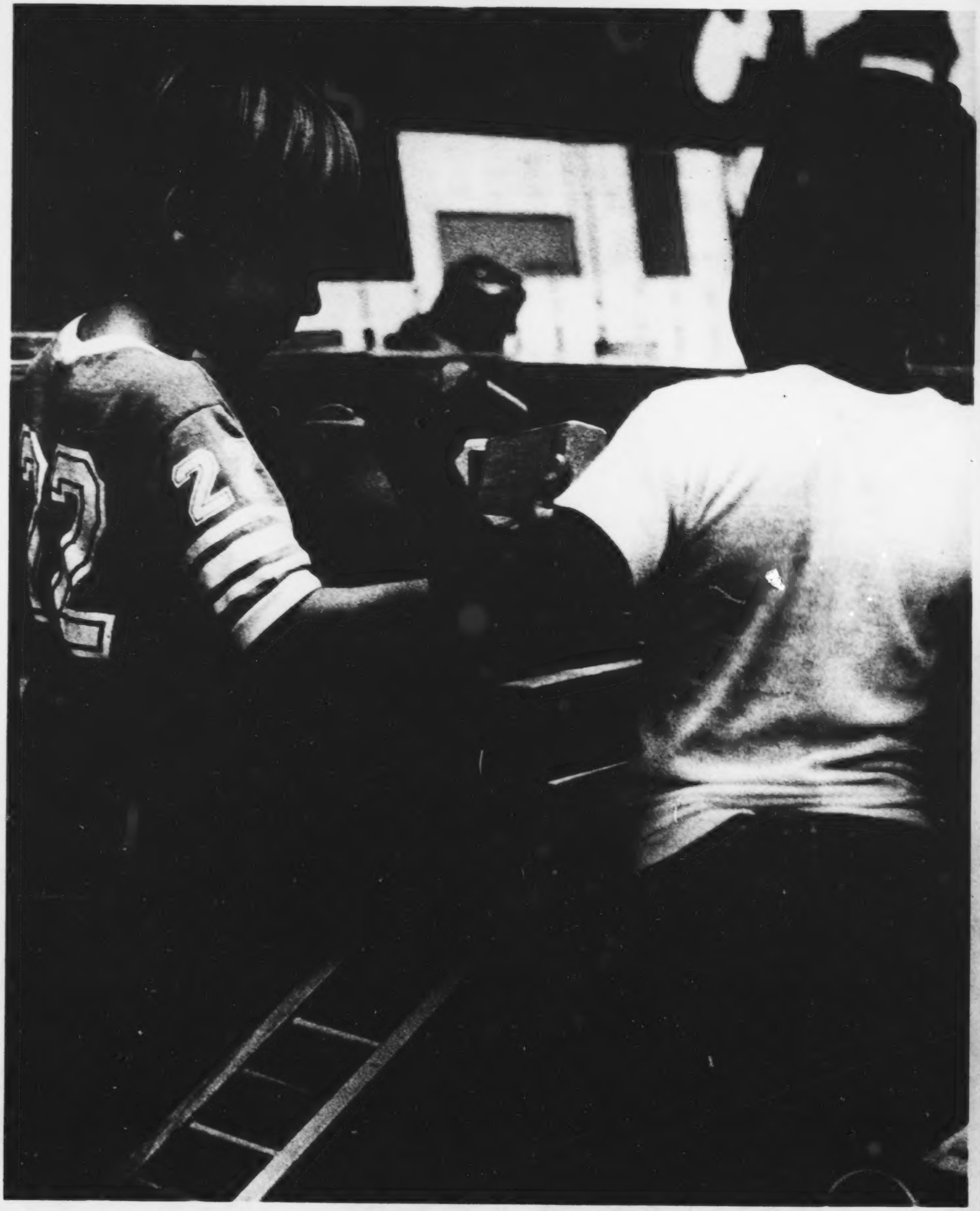

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EARLY CHILDHOOD EDUCATION IN SOUTH CAROLINA

Early Childhood Education Defined

Early childhood education includes the education of the young child from infancy through the primary years. Most authors, in writing about early childhood, deal with the child from the ages of three through eight. Today the education of the young child is viewed as continuous – beginning in the home and continuing through the early school years. In the future, the term "early childhood" or similar term, may be used to denote early education. **The learning experiences in this publication are designed for children three, four, and five years of age.**

Interaction in a Rich Environment

Interest in early childhood has not always been as intense as during the '60's and early '70's. The importance of what happens to a child in his early years has been substantiated by the research synthesized by Bloom and Hunt. According to Bloom, the early years are crucial. It makes a great deal of difference to a young child's developing intelligence whether or not he lives in a stimulating and responsive environment. Hunt concludes that how well a child can use his thinking skills to generalize in a variety of situations is, to a great degree, determined while the child is very young and it is based on the quality of the experiences of the child at that time. He suggests the need to provide enrichment activities that are matched to the child's developmental level. Not all children then, may profit from the same experience. The ability of the adult to provide an environment in which the youngster can interact at his own level of functioning is an important consideration in developing a "quality environment."

From Piaget's studies of intellectual development, one can generalize that a stimulating environment, in which the very young child is allowed to *interact*, is basic to the development of thinking skills. The quality of the environment, at home and at school or in the center, will contribute in a major degree to the present as well as to the future success of the child.

Differences Among Children

Children are different. Their personalities are not the same. Their rate of growth varies. Their experiences before they come to school are different. Their style or way of learning is not the same.

The program must be organized to allow children to work at different levels for different periods of time at different activities. A flexible program and schedule allow each child to work at *his* own level. Many different activities are going on at the same time. Children *select* what they wish to do.

The art of facilitating learning lies in selecting a variety of learning materials and in arranging them carefully to encourage self-direction in learning. Adults who know when to help and when to leave the child alone, who know when to ask a question and when to be quiet, who know when to encourage a child to choose an activity and when to give him time to think – these adults have mastered the art of teaching.

Goals of an Early Childhood Program

A program in which learning is fruitful as well as fun is based on clear goals. The equipment is selected and the experiences are planned to develop the goals. At the beginning of each section of this guide specific reasons for including the experiences are given. The general outcomes of all learning experiences are: a child who has a positive self-concept; a child who is healthy and physically coordinated; a child who is beginning to deal with children, adults and his emotions; a child who expands his concepts and ideas about the world; a child who can use language to communicate with others; a child who expresses himself in many ways; a child who is curious and wants to learn.

What do these general outcomes mean?

1. *A child who has a positive self-concept*

Each child must see himself as one who can learn, as a successful learner and as one who is liked by other children and the adults around him. Do you know how each child feels about himself in your center? What are you doing to change a negative self-concept? Does each child have a **minimum** of one successful experience every day?

2. *A child who is healthy and physically coordinated*

A child who is not healthy does not have the energy to learn. Health requires that a child be well nourished, have adequate rest, and opportunity for vigorous activity to develop physically. How does your program help a child to remain healthy and to move his muscles through physical activity?

3. *A child who begins to relate to children, adults, and to deal with his emotions*

A child who is able to play and work with children and adults, and who is beginning to channel his emotions into outlets that are acceptable, is adjusting to a group situation. What kind of climate do you provide for the individual child to help him relate to others?

4. *A child who expands his concepts and ideas about the world*

An understanding of the community – the people and their work and services – and the expanded world, forms a basis for comprehending what is read in later years. Add to this the world of nature, and how all of these concepts are related, and the child has a beginning understanding of society. What **first-hand** experiences do the children in your center have to learn about their community and the world of nature?

5. *A child who can use language to communicate with others*

A child learns through talking and asking questions. He relates to people through exchanging ideas. The child must be able to speak so that others know what he means. How much opportunity does your program provide for language development – for learning language through talking?

6. *A child who expresses himself in many ways*

A child gains an understanding of ideas through expressing them in his own way. He may use movement, art media, talking, dramatics, building materials and many others. Does your program give children the time and materials to express themselves in their *own* way each day?

7. *A child who is curious and wants to learn*

A child is naturally curious. He learns by observing, asking questions, looking at pictures in books, solving his problems and trying different ways to do things. The child is learning how to learn and learning by himself – using adults only when he can't find the answer by himself. Does your program keep this curiosity alive?

Development of the Program

You, the director or teacher, have a room, equipment, and general plans for a program for young children. The children come. They choose blocks, then go to the home center, next to the terrarium to observe the turtle, moving to the music center to listen to a record, and on and on. You watch the children, helping them when necessary, reminding them to replace materials with which they are finished, taking notes on the significant behavior of a particular child, making a suggestion to another that will help him be successful, and guiding in many ways.

The activities the children choose and the things you hear them say, among other things, give you clues for adding materials, for planning field trips, and for topics to introduce. **And so the program develops from the children**. Each day is a new adventure. Each year is different.

The learning experiences in this guide are meant to serve as resources from which you can select as needed – as children are ready to respond to certain activities. The child's natural activity of play, with carefully selected materials and activities, will provide the opportunity for each child to live a full life of being three, four, or five years old which is the best foundation for continued learning.

The Young Child

THE YOUNG CHILD

Each child is a unique human being. Each one grows at his own rate. One child may be developing fine muscle coordination while another of the same age may still be working on large muscle coordination. Each child goes through the same stages of development. Girls are often ahead of the boys. Each child achieves a skill according to his personal timetable.

Representative Characteristics of the Young Child

About 3 Years of Age **From**	About 5 Years of Age **To**	Teacher Responsibility
1. Developing the large muscles	Developing the smaller muscles	Equipment and activities that use large muscles, and later finer, smaller muscles.
2. Dependence on adults for help	Greater independence in learning and solving problems	Help in learning "how" to do things by himself.
3. Solving problems and communicating through physical actions	Using words more than actions	Suggestions on substituting language for physical force.
4. Using simple words and sentences	More complex and abstract sentences and stories	A model of language which increases a child's use of language.
5. The need for regular day time naps	Periodic rest and activities that encourage relaxation	Allow each child to rest when needed.
6. Confusion of fantasy and what is real	Understanding the differences between reality and fantasy	Help clarify the difference between reality and fantasy as situations arise.
7. Erratic activity level with need to be active	Beginning of ability to sit still for short periods	Chance to be active with proper equipment.
8. Egocentric or self-centered	Thinking of children and adults and his relation to them	Playing and working individually and gradually in small groups.
9. An interest in here and now	Interest in yesterday and tomorrow, and a wider environment	Introduction of new experiences and help in understanding the world around him.
10. A need for much help in controlling his behavior	Beginning to develop self-control, accept suggestions, and initiate an action	Modeling self-control and giving specific suggestions for controlling himself.

A. Teacher – Guidance

1. **A child needs a warm relationship** with adults who can give him a feeling of support in his needs, a sense of his own worth, and encouragement toward independence.

    a. Know the children's names, their characteristics, something about them.

    b. Show the child he is liked all of the time (you may not approve of *"what he does"* but you never reject *"him"*).

    c. Help him feel safe by protecting him from dangerous situations.

    d. Control yourself in the presence of children – calmness, comfortable soft voice, and gentle handling of a child.

    e. Help or reassure a child when he shows he needs it. Do not frighten, tease, ridicule, or humiliate him.

    f. Respect individual differences. Children are not compared with each other. Know an individual child's progress – record what he learns.

    g. Give each child some attention during the day.

    h. Develop simple routines with the children – give them time for an activity and give them time to change an activity.

2. The child needs **freedom and opportunity** to develop his physical, mental, and social capabilities with a feeling of success. He needs to be permitted to develop these strengths at his own pace.

    a. Let the child play in his own way. Stay in the background.

    b. Encourage him to do things for himself. Help him learn how to do things.

    c. Appreciate his creative efforts. The joy and value lie in the *"doing"* rather than in the results.

    d. Appreciate the seriousness of the child's imaginative play. Laugh **with** him, never **at** him.

    e. Provide a chance to make choices.

3. The child needs **understanding and consistent adult guidance** which supports his needs, yet limits his actions. Controls are necessary to protect the safety and welfare of the child and others, and to promote his gradual growth toward responsibility and self-control.

    a. Let the child know there are limits to what he is permitted to do. Hold the child to these limits.

    b. Respect each child. Be sincere, polite, and patient. Understand *"why"* he behaves as he does. Gain the child's cooperation by expecting him to do so.

c. Let the child know that it is all right to be angry. Help him find acceptable outlets for his angry feelings – talking, hitting a punching bag, pounding clay, etc.

d. Have as few rules as possible. Stick to them. Use positive reminders. Tell him what to do. Use **do's** instead of **don'ts**. As:

  (1) We play in this room (to a child who tries to leave).

  (2) Keep the sand in the box so you can play with it again (to one who throws it).

  (3) We build with blocks only in this corner of the room.

  (4) A good driver keeps his hands on the truck (train, etc.)

e. Get the child's attention before giving a request. Be sure he understands what you mean. Use suggestions rather than commands.

f. Give as few commands as possible. Be sure the request is important and reasonable. See that it is carried out. Give abrupt commands only in an emergency.

g. Encourage desirable behavior by approval. Children will repeat what you reinforce and approve. Negative behavior is often repeated by a child because the adult reinforces it through punishment.

h. Give a child the reason for doing a thing, whenever possible.

i. Use a pleasant and firm voice to get a child to do what you ask. Go to the child and speak in a soft voice.

j. Allow him to make the decision – he learns through his inappropriate decision. Do help him decide if a decision could involve potential harm.

k. Be sure the child has the ability to achieve the standards of behavior you set. Expect neither too much nor too little of the child.

l. Belive that a child intends to act in an acceptable way. He tries to please. Trust is basic to becoming secure and confident.

B. Teacher-Planning

1. Observe each child – look for his unique personal characteristics, how he learns, and what he knows – effect of home environment, health status, interests, etc.

2. Interpret child's behavior – find out why he behaves as he does.

3. Record observations – keep informal records of important things you observe, date each note.

4. Find out child's levels of development – look for physical coordination, for how he solves problems, for how he plays with others, for his use of language, etc.

5. Select materials and plan activities that will help him learn – that he can do successfully, that he likes, and that enlarge his thinking.
6. Use incidental situations – use things that *"happen"* to help children learn – be flexible, be alert to *"happenings"* around you.
7. Learn when to make suggestions to a child and when to let the child learn on his own, or work out his own problem – learn by observing the child – this is the art of teaching.
8. Plan with aides, volunteers, and parents.

C. What to Remember About Young Children[1]

1. They are active. Plan activities that include movement because sitting is not natural.
2. They are noisy. They learn by talking and working actively. Being quiet is not natural.
3. They are shy. They will talk with one child or one adult, or in a small group of 2, 3, or 4 children.
4. They are egocentric. They are interested in themselves. They will be interested in their neighbor later. Make each child feel important. Let children carry out *"their own"* ideas.
5. They want to feel proud, big, and important. Learning how to do something (*"I can hop on one foot"*) makes a child proud. Help each child to be successful each day.
6. They have their own dream world. They can control the actions and outcomes in their *"pretend"* roles. Encourage rich fantasy.
7. They are tender. They need to know they are loved. They must be able to trust adults. Give them adult support each day. They develop trust with such support.
8. They are beginners. They learn through their mistakes. Be patient with them. Let them decide *"when"* and *"how much"* to practice. Give them time to learn at their own rate.
9. They want stimulation. They are curious. Have many different kinds of things in the room. Let them explore things – see, touch, handle, use, taste, and sniff.
10. They are different. Each child has his own timetable. They are learning at different levels. They are at different places on different days. Plan for individual children and small groups. Have easy and difficult things to do. Let the child choose what he will do.

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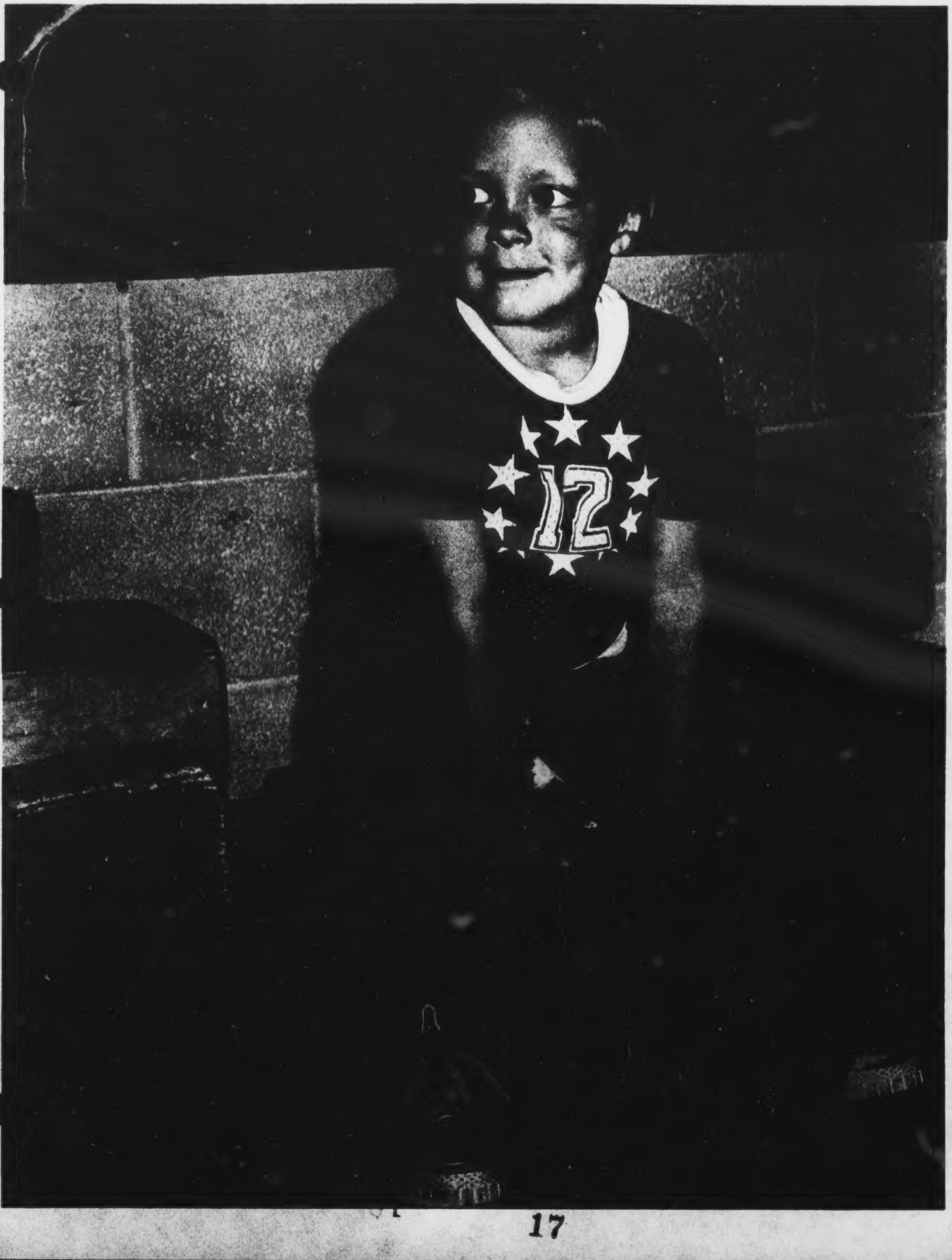

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Sharing — Teachers And Parents

Communicate

SHARING – TEACHERS AND PARENTS COMMUNICATE

The parents and the home environment have a greater influence on the child than his center or school will ever have. The child will spend more time *in* his home than he will *out* of the home. During these formative years he has developed very fast. His thinking and living have been shaped by the people around him – his parents and family. As the child begins school, he is helped to grow into a happy and stable person by his teachers and parents. We must view this as a team working together, each giving helpful suggestions for guiding the child. A spirit of cooperation, mutual trust, and helpfulness must be developed. Decisions for help and guidance are made together by the parents and teachers for the "good of the child."

A. Outcomes

1. Parents develop a security in their responsibility toward their child.
2. Teachers gain a better understanding and insight into the child and his family.
3. Teachers learn from parents when a two-way communication is opened.
4. Parents are included in planning.
5. Parents participate in learning experiences with children at school.

B. How Parents and Teachers Can Communicate

Ways of Communicating	Purposes
1. Home visits	Teacher begins to understand the child by becoming acquainted with his family and home. Parents learn to know the teacher as a person. Suggestion: Arrange visit in advance. Be relaxed. Keep it brief. Have child present. If possible, home visits should be made before the child enters school.
2. School visits	Parents understand the school and the program by frequent unscheduled visits. They see many ways in which the center is providing experiences for their child. The teacher shares information on the child's progress. She uses the knowledge

		from the parents to help the child more effectively.
3.	Telephone conversations	The teacher shares important progress of the child with the parent, as — the first time the child painted. Calls should concern **positive** experiences. Do keep them brief. Parents share needed information, as — the reason for a child's excitement today.
4.	Planned conferences	Teacher shares the child's progress and learns more about him. Parents share the child's reactions at home and plan for continued progress. See additional information on conferences in this section.
5.	Informal visits Bringing and getting children from school Casual social contacts	Parents and teacher build a warm secure relationship — a necessary basis for discussing problems.
6.	Using talents of parents in the center	Parents enrich the program and provide first-hand experiences for children. Suggestions: Repairing equipment or making materials in a workshop session can be informal and informative.
7.	Personal notes Announcements Newsletters — information about learning experiences, new equipment, etc. Newsletters should be informal and written in "parent" language. A regular monthly newsletter is suggested.	Keep parents informed about their child and the total program by talking with parents personally and writing frequent personal notes.

C. Planned Conferences for Parents and Teachers

These suggestions may help parents be more secure and comfortable in their role as parents. The teacher or director takes the lead in opening the communication lines with parents, and in beginning the sharing process. Either parents or the teacher may request a conference. Teachers should schedule a **minimum** of one conference yearly as a method of reporting pupil growth to parents. Two conferences a year are most desirable.

The teacher needs to:

1. Accept responsibility to plan and prepare for the conference by organizing information and materials **before** the conference.
2. Arrange a place for the conference where there will be privacy and no interruptions. The teacher should **not** sit behind a desk.
3. Provide sufficient time – a relaxed and unhurried conference. Thirty minutes is usually adequate.
4. Recognize that each parent is an individual with his own needs, attitudes, values, and beliefs.
5. Accept and respect each parent as a person, even though his beliefs are different from yours.
6. Know the child well in order to share with the parents specific goals for the child's progress.
7. Begin and end the conference with a positive discussion of the child so that parents will concentrate on the child's strengths rather than his weaknesses.
8. Accept warmly the contribution of the parents.
9. Be honest and truthful, while at the same time keeping personal feelings, facial expressions, and shocked reactions out of the situation.
10. Listen and find out the reason the parent feels or thinks as he does.
11. Encourage and help parents to work out possible ways of solving problems.
12. Allow parents time to change thinking and habits – do not force ideas or advice on parents.
13. Keep conferences and information strictly confidential, including the treatment of a child's and parents' problems.
14. Conclude the conference on a helpful and professional basis, by requesting and accepting suggestions from the parent for follow-up work with the child at the center, as well as planning with the parents for home activities and for future conferences.
15. Reassure the parent that you and the parent are partners in planning for and working with the child at all times.
16. Try a group conference. Several parents may observe in the classroom and discuss with the teacher or they may meet for an informal discussion with the teacher.

D. Tips for Communicating

Communication between parents and teacher or director is a two-way process. The following positive suggestions may assist adults in building relationships with each other:

1. Be sincerely interested in the child.

2. Keep your tone of voice relaxed and accepting of the parent's point of view.
3. Do your share of listening rather than doing all the talking.
4. Listen for clues about the child, then ask for clarification of certain points.
5. Avoid negative and destructive criticism.
6. Avoid arguments or being defensive about the way activities are done at the center.
7. Be specific and phrase statements positively. (Example: "Have you noticed how well Susan can walk the planks now?")
8. Be sure that parents understand what you have said.
9. Avoid labeling or jumping to conclusions too quickly.
10. Offer several suggestions for action rather than telling a parent what to do.
11. Attempt to arrive at some conclusions or points to be carried through by all concerned.
12. Use language that parents understand but do not "talk down" to parents.
13. Avoid being authoritative, too "teaching."

E. Self-Evaluation

After the conference review all the statements above. Rate each statement with "good, satisfactory, or unsatisfactory." Periodically, have parents rate you in the same manner. Such evaluations will help to improve future conferences, and to alert teachers to recognize parents' feelings in conferences.

F. Parent Group Meetings[2]

Group meetings can be helpful to parents in learning about the growth and development of children. Parents also learn that other parents have similar problems, ways to solve their own problems, and what the center is attempting to accomplish in its program. However, the teacher does not plan all the meetings for the parents. She provides the opportunity for parents to suggest ideas for future meetings.

Group meetings should **evolve** from the parents. The interests of parents and the information they feel they need to fulfill their parental role, determine the kinds of meetings. The parents suggest the time, place, dates, and program for the meetings. The teacher is ready to offer suggestions, to assist in a program, and to provide resource persons as requested. She attends all the meetings. Many times she will learn more at a parent meeting than she contributes.

Basic principles for parent group education.

1. Parents are able to learn.

   Ideas new to the parents can be combined with information they share with each other.

2. Parents want to learn.

   The growth and development of the young child is of particular interest to them. This content can be divided into many study topics.

3. Parents learn when they are interested.

   If they select their topics and activities, they will be more interested in learning.

4. Parents remember what they learn when they *need* the information.

   A recent situation they have experienced will be significant to them in building a positive relationship with their child. They can then use what they learn.

5. Parents learn best when they are free to respond to a situation in their own way.

   Each parent makes his own decision on the basis of comments from a group leader and from other parents.

6. Parents have an emotional experience as well as an intellectual one at a group meeting.

   Feelings are a part of each relationship. Parents must feel free to express their feelings. The group leader helps the group keep a balance of facts and feelings.

7. Parents learn from each other.

   Parents should feel free to discuss what they know, how they feel, and what they want to know. A group leader will emphasize the important points they express and add information they do not have.

8. Parents will have a basis for changing some approaches.

   A series of meetings will help parents discuss, take time to consider, and solve some problems in their family relationships. The leader can suggest ways of applying new ideas.

9. Each parent learns in his own way.

   Parents learn in different ways. The group and its leader allow each parent to accept or reject ideas and to discuss or listen in his own way and at his time. Each person's way of learning is accepted.

G. In Summary

Remember to:

1. Invite parents personally. Be sure to invite **both** parents unless child lives in a one-parent home.

2. Begin with informal meetings.
3. Make parents comfortable.
4. Have someone on hand to greet the parents as they arrive.
5. Ask parents for their ideas and suggestions. Involve them at all levels.
6. Listen when they talk and be prepared to listen a long time.
7. Be available to parents, give them your phone number or where you can be reached and the time it is convenient for you to see them.
8. Give them a Parent Manual: include school hours, policies, staff and parent information (name, address, phone numbers).
9. Keep the organization informal until parents are better acquainted.

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The Learning Environment

THE LEARNING ENVIRONMENT

The planning of the learning environment revolves around children and their needs. Carefully arranged space with equipment selected to help children learn without a great deal of direct adult direction — is a key to becoming an independent learner.

Certain qualities also help encourage learning. An environment can stimulate learning, yet be relaxed. It can be orderly, yet not deprive children of using the materials. It can be beautiful, yet functional. It can have a home-like atmosphere, yet be a place where much learning takes place. A friendly, patient, and affectionate adult, who treats each child with respect and understanding, can create an emotional climate in which learning in a well-planned environment is a pleasurable experience.

A. Organizing the Room for Children

The main factor for a good learning environment is space.

1. Organization.
    a. The flow of learning activities depends on the arrangement of learning centers.
        (1) Divide spaces by arranging movable dividers and movable shelves.
        (2) Place materials near where they are used.
        (3) Arrange related activities near each other.
        (4) Let traffic patterns open.
        (5) Group quiet activities away from traffic areas and active play areas.
        (6) Separate learning centers throughout the room to distribute the children.
        (7) Place some activities near water facilities for easy cleaning.
        (8) Teach children responsibility for putting materials away.
        (9) Arrange materials so children can work together and alone.
        (10) Overall effect is one of beauty—consideration is given to use of color and texture, and arrangement.
            Walls may be smooth and rough, soft and hard.
            Floor should have a carpeted area and vinyl area.
            Outdoor surfaces may have dry and wet sand, grass and concrete, asphalt and dirt.
    b. Types of learning centers and needs — most activities can be used outdoors in warm weather.
        (1) Block area — space for building, out of traffic lanes, carpet to soften noise, accessories near, define area with block storage shelves.
        (2) Family Living Center — space for many kinds of dramatic play, limit area with fold away screens and storage cabinets. Provide kitchen, doll, and role play zones.
        (3) Language Activities Center — quiet corner, attractive area, floor cushions, rockers, books, book rack.
            Audio-visual and listening area — storage for films, records, tapes near outlet; space for machines, screen area darkened for daylight screen.
            Typing area — away from quiet area.

- (4) Art Center — table on which to do art near low shelves where materials are stored, painting area with two easels near sink and in good light, display area for art work.
- (5) Music Center — area for listening and open space for rhythms, record player, rhythm band instruments.
- (6) Manipulative materials (small muscle activity) — space to use them near the low shelves, on the floor or on a low table.
- (7) Science Center — space to display things children bring, near shelves that store science equipment for experimenting, aquarium and terrarium near.
- (8) Woodworking Center — away from quiet area, out of traffic flow; storage for wood and tools.
- (9) Water and sand center — indoors or outdoors, may put on wheels.
- (10) Large muscle area — space to move, usually outdoors.
- (11) Display area — space for tack strip and table space.
- (12) Resting area — space for storing equipment and for resting in all day programs.
- (13) See other chapters for suggestions for equipment for the centers.
- (14) These centers are basic, but will be varied during the year. Other centers, such as gardening, may be temporary.

2. Flexibility

   A flexible environment supports, not restricts, all learning activities.

   a. Adaptable space and equipment permit activities to expand, shrink, move outdoors, or disappear.
   b. Movable or portable equipment allows change as activities and needs change.
   c. Creative equipment allows the item to be used for more than one purpose and in more than one way.

3. Accessibility

   a. Children are encouraged to become independent learners when they can get the materials by themselves.
      - (1) Purposeful arrangement invites children to use equipment.
      - (2) A place is provided for everything. Children get the materials and put them away by themselves.
      - (3) Low open shelves make materials available to children.
      - (4) Height and eye level of children determine height of display space and size of equipment.
      - (5) Equipment is scaled to child-size.

   b. Types of storage needed.
      - (1) Indoor and outdoor materials used daily.
      - (2) Materials that need to be readily available, but not used daily.
      - (3) Equipment for seasonal use.
      - (4) Space for consumable supplies.
      - (5) Auxiliary equipment used sometimes.
      - (6) Audio-visual equipment and materials.

Avoid: clutter, equipment in bad repair, placing materials where children cannot reach them, too many things in one place. Items not intended for children's use should be stored out of their sight.

B. **Provision for Health and Safety**

1. Local and state standards for fire, health, sanitation.
2. Acoustical treatment for floor, wall, or ceiling.
3. Control of balance of temperature and humidity.
4. Protection from traffic, fire, and modern hazards — regular fire drills.
5. Eye comfort with control of daylight and artificial light.
6. Regular draft-free ventilation.
7. Access to outdoors from indoor space, to be used at the same time, if possible.
8. First aid supplies and adult who knows how and when to use them.
9. Facilities and equipment suited to size of children.
10. Equipment selected for safety.
11. Rest rooms supplied with soap, towels, toilet tissue.
12. Non-slippery floor when cleaned or waxed.
13. Easily cleaned walls (to height of children's reach), floors, equipment; kept clean.
14. Space for isolation of child who is ill.
15. Space for adult to rest.
16. Heating, ventilation, and air conditioning.
    a. Even temperature throughout room — ideally between 68 and 72 degrees.
    b. Thermostat located low enough for children's comfort.
    c. Heating of type most effective for children's comfort.
    d. Humidity control.
    e. When ventilation by window, draft-free with easily operable screened windows; or circulation of air.
17. Wiring.
    a. All electric circuits in the kindergarten building or area of the school should be protected with a ground fault circuit breaker, No. QO—1206FT.
18. Safety factors.
    a. Free from fire hazards; easy escape in case of fire.
    b. All doors opening outward.
    c. Free from abrasive surfaces or equipment with sharp edges.
    d. Guards for low windows, if three and four year olds are present.
    e. Ventilated closets and small rooms.
    f. Electrical wiring approved for safety.

C. **Space and Equipment**(Facilities should meet most of the standards suggested. All standards can be met when a new facility is built.)

1. Room.
    a. Location of room.
        Ground Floor.
        Far enough from other rooms so children do not disturb others.
    b. Size of room.
        A minimum of 35 square feet per child, 50 square feet per child is highly desirable.

- c. Walls.
  - (1) Insulated against heat or cold.
  - (2) Non-glare finish, pleasing color and light enough to reflect 50 per cent of light.
  - (3) Tack strip space at eye level of children.
  - (4) Movable, low dividers to arrange space in sections.
  - (5) Full length mirror extending to floor.
  - (6) Small tack board space for reference materials and announcements for parents.
- d. Ceiling.
  - (1) Lighter color finish than walls to reflect 70 per cent of light.
- e. Floors.
  - (1) Clean and washable, warm, draft-free, quiet.
  - (2) Suitable surfacing of carpet and vinyl, etc. One half to two-thirds of the surface should be carpet. Area near lavatory, toilets, and outside exits should be vinyl.
  - (3) If not carpeted, one or two area rugs are needed.
  - (4) Cover bare concrete and wooden floors.
- f. Doors.
  - (1) Light-weight, opening outward, with hardware easily managed by children; no swinging doors.
- g. Lighting.
  - (1) Adequate window lighting or artificial lighting to provide 70 foot candles in all parts of room.
  - (2) Type of window covering to control excessive light and glare when necessary.
  - (3) Tall windows, sills on at least one side low enough for children to see out.
  - (4) Glass panes clear enough to avoid distortion of view.
- h. Storage.
  - (1) Portable open shelves, cupboards, bins, or closets to store all materials and equipment; most of it designed for self-service by pupils.
  - (2) Space for each child to hang wraps and to keep small articles. "Cubbies" are preferred.
- i. Sink.
  - (1) Two sinks preferred with cold and warm water.

2. Room furnishings.
   - a. Tables.
     - (1) Sturdy, but lightweight so that children can move them.
     - (2) 20–22 inches high.
     - (3) Small enough to be used separately or pushed together (for 4–6 children).
     - (4) Washable tops.
     - (5) Tables with different shapes for different purposes: round library table, trapezoidal tables, higher tables for standing activities.

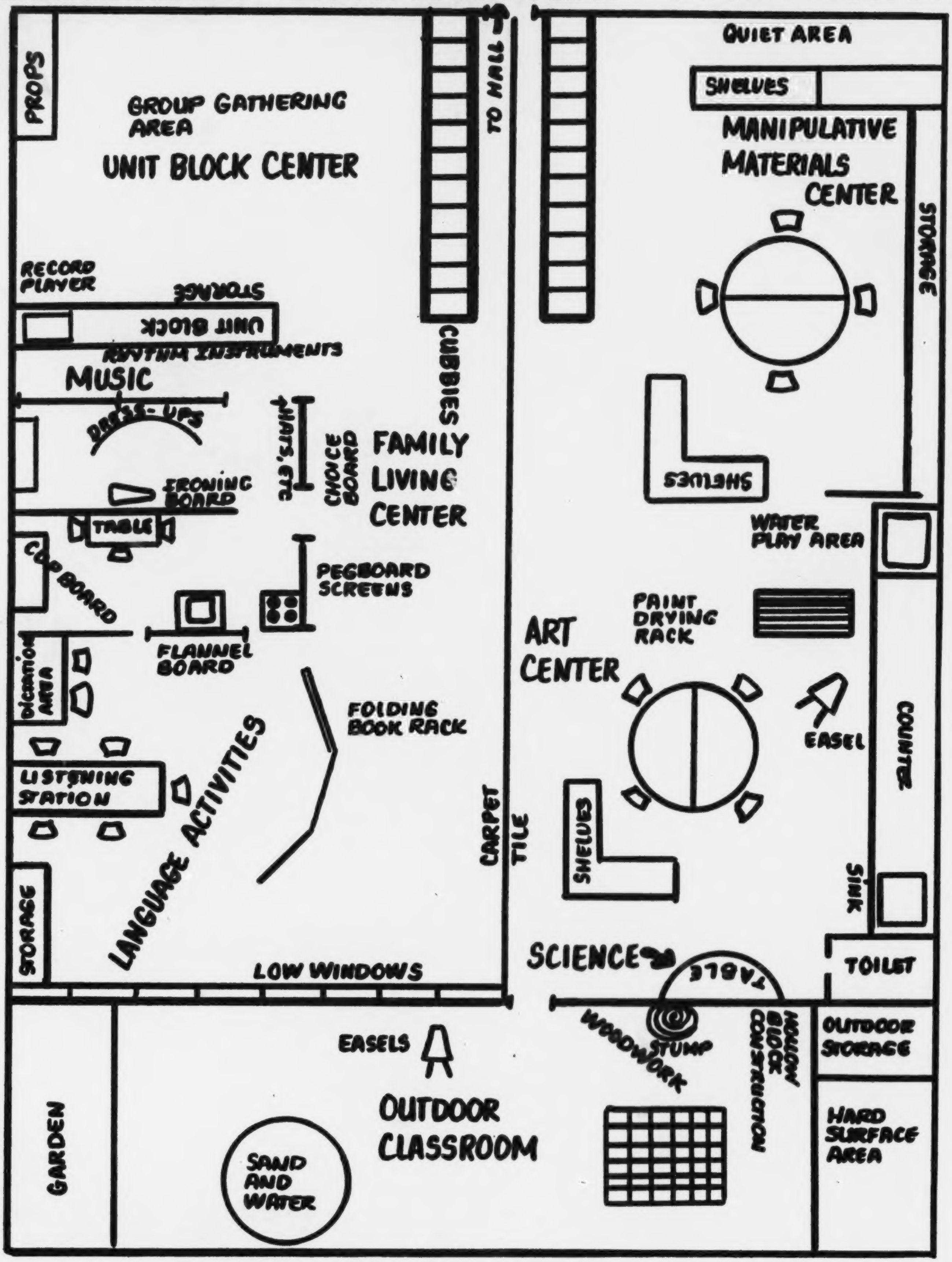
- b. Chairs.
  - (1) Designed for comfort, sturdiness, promotion of good posture.
  - (2) Lightweight, so children may move them with ease.
  - (3) 12–14 inches high, a few 10 inches for shorter children.
  - (4) Stackable chairs that can be stored out of way when more floor space needed. Colorful chairs may be chosen.
  - (5) Few larger chairs for visitors and for parent conferences – stackable.
  - (6) Rocking chair for teacher.
- c. Snack and cooking activities.
  - (1) Small refrigerator in room or access to refrigerator for food storage.
  - (2) Electric fry pan, hot plate, small oven or access to oven.
  - (3) Kitchen facilities for preparing meals for all-day programs.
- d. Audiovisual equipment.
  - (1) Picture collections and file for storage.
  - (2) Filmstrip viewer – which is easily operated by children.
  - (3) Listening center with 1 to 8 ear phones. Should adapt to record player and tape recorder.
  - (4) Tape recorder of cassette style, blank tapes, commercial cassettes.
  - (5) Access to movie projector, films, filmstrips, projection screen.
  - (6) Containers for flowers, figurines for beauty spots.
  - (7) Flag.
  - (8) See other chapters for puppets, flannel and magnetic boards.
- e. Conference room and office.
  - (1) A comfortable space for conferences with parents which can also serve the teacher as space for planning and preparing materials.
- f. Office-type supplies.

  Paper, paper clips, felt tip pens, masking tape, primary type typewriter, etc.

3. Restroom facilities.
   - a. Location.

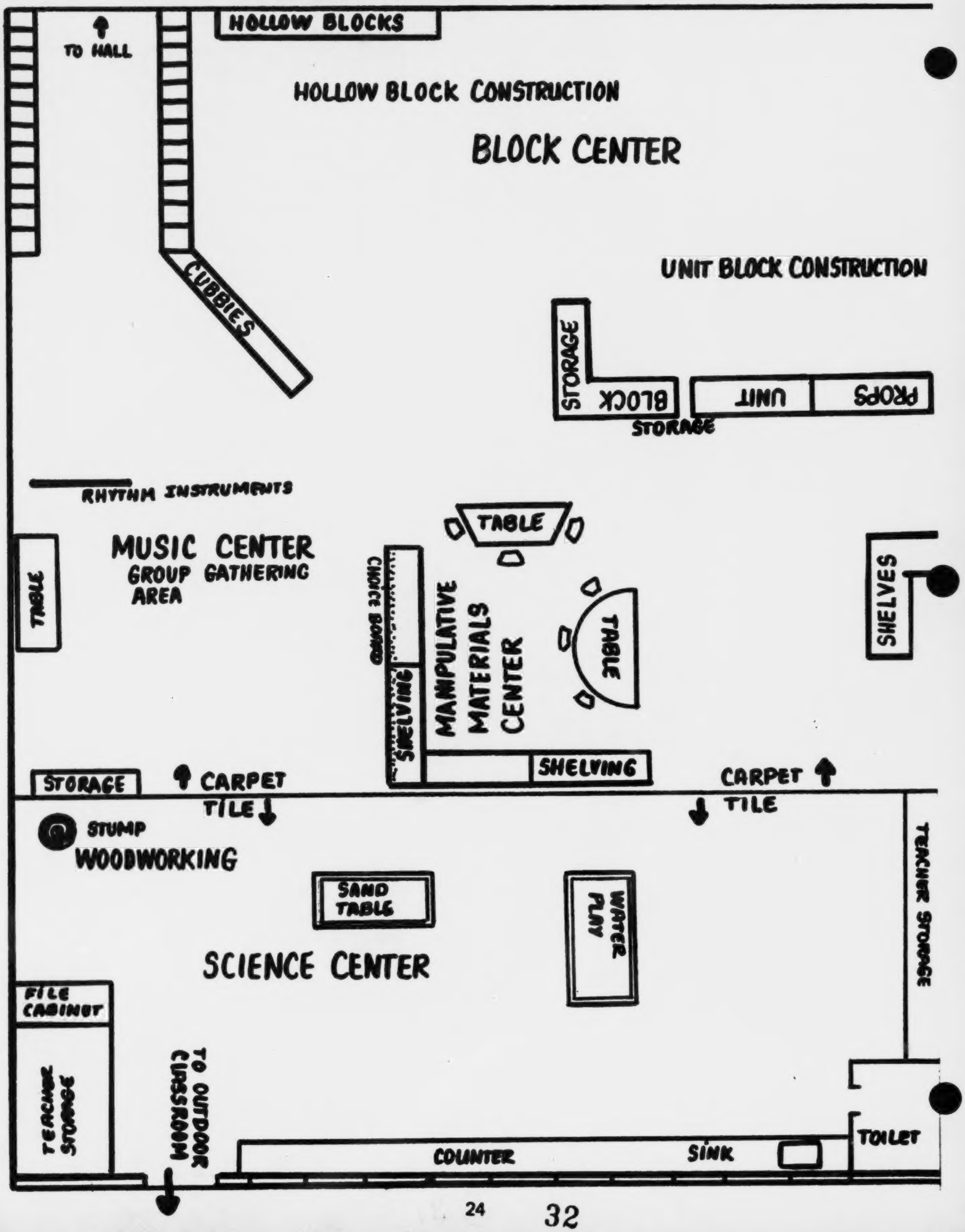
     Adjoining main room preferred, or easy access to children.
   - b. Size.
     - (1) Rest room adjoining room used as needed may be smaller, 5 square feet per child when in maximum use.
     - (2) Rest rooms are larger when away from room; used as needed.
   - c. Fixtures.
     - (1) Child-sized toilets 13 inches high and wash bowls 25 inches high.
     - (2) Mirror.
     - (3) Place to bathe for all-day programs.
   - d. Design.
     - (1) For easy supervision.
     - (2) Window or vent to remove odors.
     - (3) Waterproof floor that may be disinfected.
     - (4) Adequate light.

LEARNING ENVIRONMENT – Small classroom



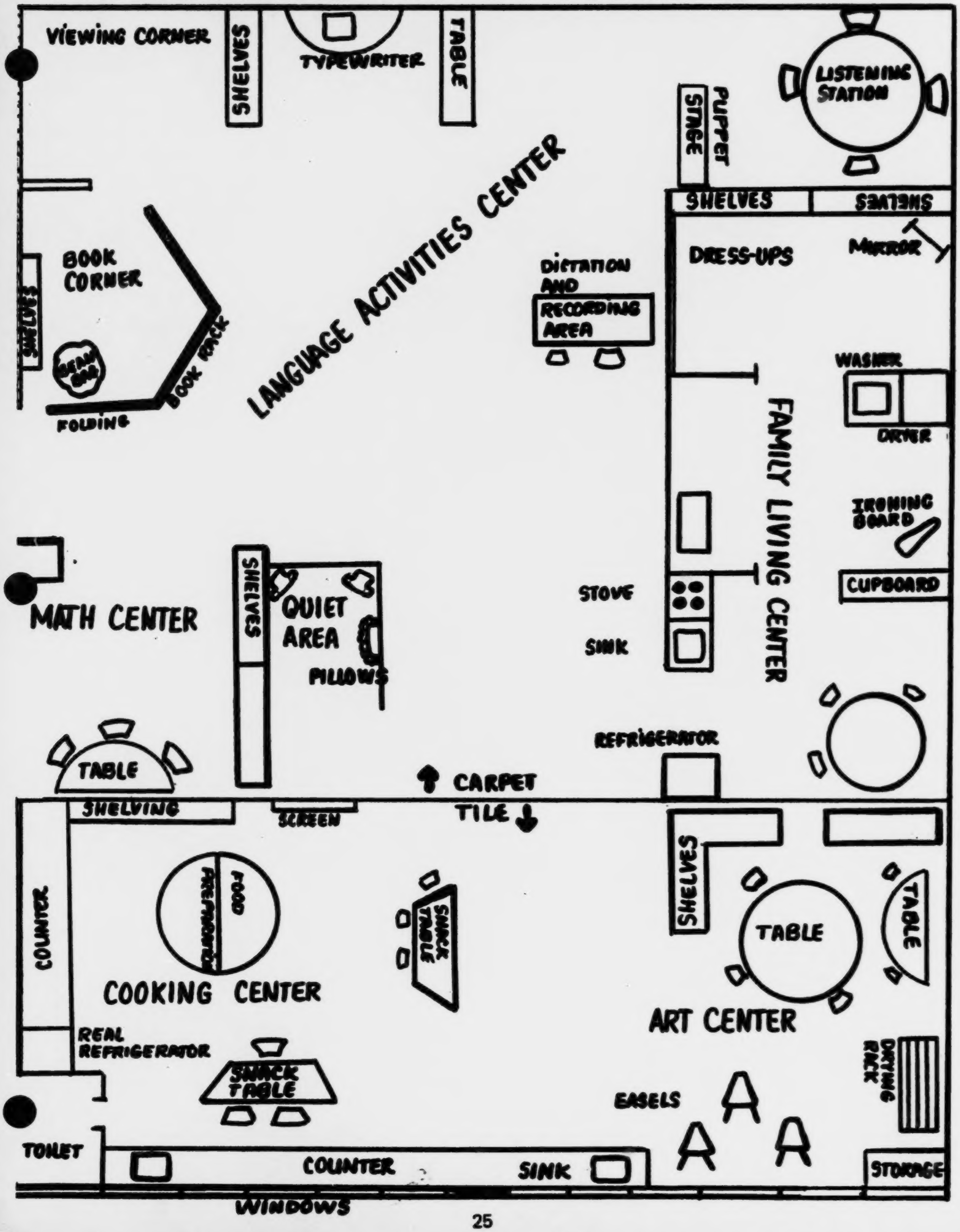
PROPS
GROUP GATHERING AREA
UNIT BLOCK CENTER
TO HALL
RECORD PLAYER
STORAGE
UNIT BLOCK
RHYTHM INSTRUMENTS
MUSIC
DRESS-UPS
HATS, ETC
CHOICE BOARD
CUBBIES
FAMILY LIVING CENTER
IRONING BOARD
TABLE
CUPBOARD
PEGBOARD SCREENS
FLANNEL BOARD
DICTATION AREA
LISTENING STATION
LANGUAGE ACTIVITIES
FOLDING BOOK RACK
CARPET
TILE
STORAGE
LOW WINDOWS
QUIET AREA
SHELVES
MANIPULATIVE MATERIALS CENTER
STORAGE
SHELVES
WATER PLAY AREA
PAINT DRYING RACK
ART CENTER
EASEL
COUNTER
SHELVES
SINK
SCIENCE
TABLE
TOILET
WOODWORK
STUMP
HOLLOW BLOCK CONSTRUCTION
OUTDOOR STORAGE
HARD SURFACE AREA
EASELS
OUTDOOR CLASSROOM
GARDEN
SAND AND WATER

LEARNING ENVIRONMENT –



HOLLOW BLOCKS
TO HALL
HOLLOW BLOCK CONSTRUCTION
BLOCK CENTER
UNIT BLOCK CONSTRUCTION
CUBBIES
STORAGE
BLOCK
UNIT
PROPS
STORAGE
RHYTHM INSTRUMENTS
TABLE
MUSIC CENTER
GROUP GATHERING AREA
TABLE
CHOICE BOARD
MANIPULATIVE MATERIALS CENTER
TABLE
SHELVES
SHELVING
SHELVING
STORAGE
CARPET
TILE
CARPET
TILE
STUMP
WOODWORKING
SAND TABLE
WATER PLAY
TEACHER STORAGE
SCIENCE CENTER
FILE CABINET
TEACHER STORAGE
TO OUTDOOR CLASSROOM
COUNTER
SINK
TOILET

-TWO STANDARD SIZE CLASSROOMS


VIEWING CORNER
SHELVES
TYPEWRITER
TABLE
LISTENING STATION
PUPPET STAGE
SHELVES
SHELVES
BOOK CORNER
SHELVES
BEAN BAG
BOOK RACK
FOLDING
LANGUAGE ACTIVITIES CENTER
DICTATION AND RECORDING AREA
DRESS-UPS
MIRROR
WASHER
DRYER
FAMILY LIVING CENTER
IRONING BOARD
CUPBOARD
STOVE
SINK
MATH CENTER
SHELVES
QUIET AREA
PILLOWS
REFRIGERATOR
TABLE
CARPET
TILE
SHELVING
SCREEN
SHELVES
COUNTER
FOOD PREPARATION
SNACK TABLE
TABLE
TABLE
COOKING CENTER
ART CENTER
REAL REFRIGERATOR
SNACK TABLE
DRYING RACK
EASELS
TOILET
COUNTER
SINK
STORAGE
WINDOWS

e. Supplies.
    (1) Paper towels, soap, tissues.
    (2) Wastebaskets.

4. Playground.
    a. Location.
        (1) Adjoining room preferred, or easy access to room for free flow of activities from indoors to outdoors.
    b. Size – Minimum of 100 square feet per child; 200 square feet is desirable.
    c. Shape – To permit supervision at all times.
    d. Safety and comfort.
        (1) Fence, hedge, or some sort of protective boundary.
        (2) All equipment strong, sturdy, free from sharp edges, properly contructed, properly installed.
        (3) Shade trees or shelter against hot sun.
        (4) Covered area for use in rainy weather.
        (5) Storage area for movable equipment.
        (6) Trees and shrubs for beauty.
    e. Surfacing.
        (1) Resilient and nonabrasive, softer under climbing equipment.
        (2) Small areas of grass.
        (3) Level, paved area for wheeled toys.
        (4) Sand pile or sand pit.
        (5) Soil area for gardening and digging.[3]

D. Evaluating Settings for Learning[4]

1. Suggestions for using the checklist.

The following list of questions is organized into four categories. Each category contributes in a major way to the environment as experienced by the child. The questions are meant to help you identify both strengths and problems in your own setting. Many schools have found it helpful to give each staff member a checklist to think about for several days before the evaluation meeting. Then, when the entire staff meets, each person is prepared to share his observations and suggestions.

Evaluation Checklist

The Physical Environment

1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?
2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?

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3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?
4. Are learning centers defined so that children know where to use the materials?
5. Are tables or rug areas provided for convenient use of materials in each activity center?
6. Is self-help encouraged by having materials in good condition and always stored in the same place?
7. Are cushioning materials used to cut down extraneous noise — rug under blocks, pads under knock-out bench?
8. Are setup and cleanup simple? Are these expected parts of the child's activity?
9. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, pets, sand and water all lend themselves to learning experiences outdoors.
10. Is the children's work displayed attractively at the child's eye level?
11. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment

1. Is there a feeling of mutual respect between adults and children, children and children?
2. Is the physcial environment enough under control so that the major part of the adults' time is spent in observing or participating with children?
3. Can children engage in activities without being disturbed or distracted by others?
4. Do adults observe children's activity and intervene only when it is beneficial to the child?
5. Do adults have "growth goals"' for each child based on the needs they have observed in each child? Is individualized curriculum used to reach these goals?
6. Do children feel safe with one another?
7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time?
8. Do the adults show children how to help themselves? Are children encouraged to learn from one another?
9. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?

10. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?
11. Are the adults models of constructive behavior and healthy attitudes?
12. Is there an overall warm interpersonal environment?

Activities to Stimulate Development

1. Are there many opportunities for dramatic play: large housekeeping corner, small dollhouse, dress-up clothes for boys as well as girls?
2. Is there a variety of basic visual art media: painting, drawing, clay, salt-flour dough, wood-glue sculpture, fingerpaint, collage?
3. Is music a vital part of the program: records, group and individual singing, instruments, dancing?
4. Is language stimulation varied: reading books, games with feel boxes, flannel boards, stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal control and reasoning?
5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?
6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?
7. Do children do things like cooking, planting seeds, caring for animals?
8. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?
9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?
10. Are children involved in suggesting and planning activities? How is free choice built into the program?
11. Are new activities developed by teachers as they are suggested by the interests of individual children?
12. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through their senses as well as verbally?

Schedule

1. Is the time sequence of the school day clear to both teachers and children?
2. Has the schedule been designed to suit the physical plant and particular group of children in the school?
3. Are long periods of time scheduled to permit free choice of activities and companions?
4. Are other groupings provided for in the schedule, e.g., small group activities, one to one adult-child contacts, larger group meetings, etc.?
5. Is the schedule periodically reevaluated and modified? Are changes in schedule and the reasons for these changes made clear to both staff and children?

More Information:

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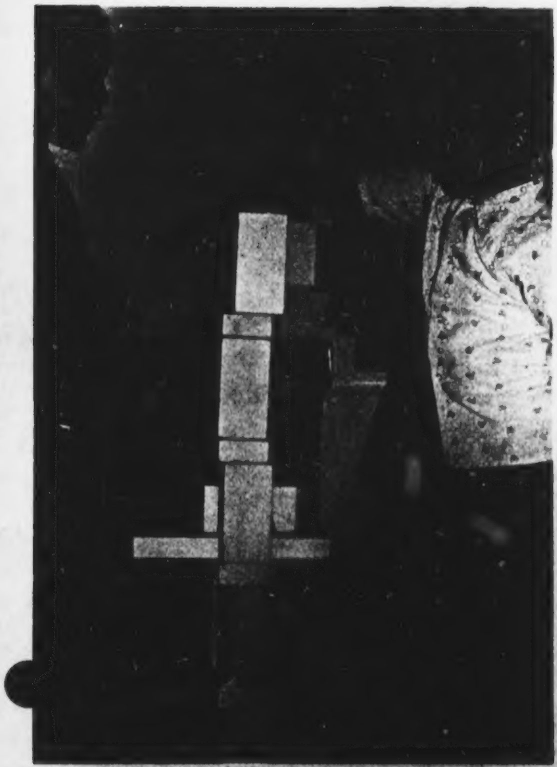
Leeper, Sara H., Dales, Skipper, Witherspoon. *Good Schools for Young Children, A Guide for working with three, four, and five year old children*. Third Edition. Macmillan 1974. Chapter 22.

Wills, Clarice and L. Lindberg. *Kindergarten for Today's Children*. Follett, 1967, Chapter 8.

Suggested Equipment and Materials for The Kindergarten Learning Environment. South Carolina State Department of Education. 1973, unpublished.

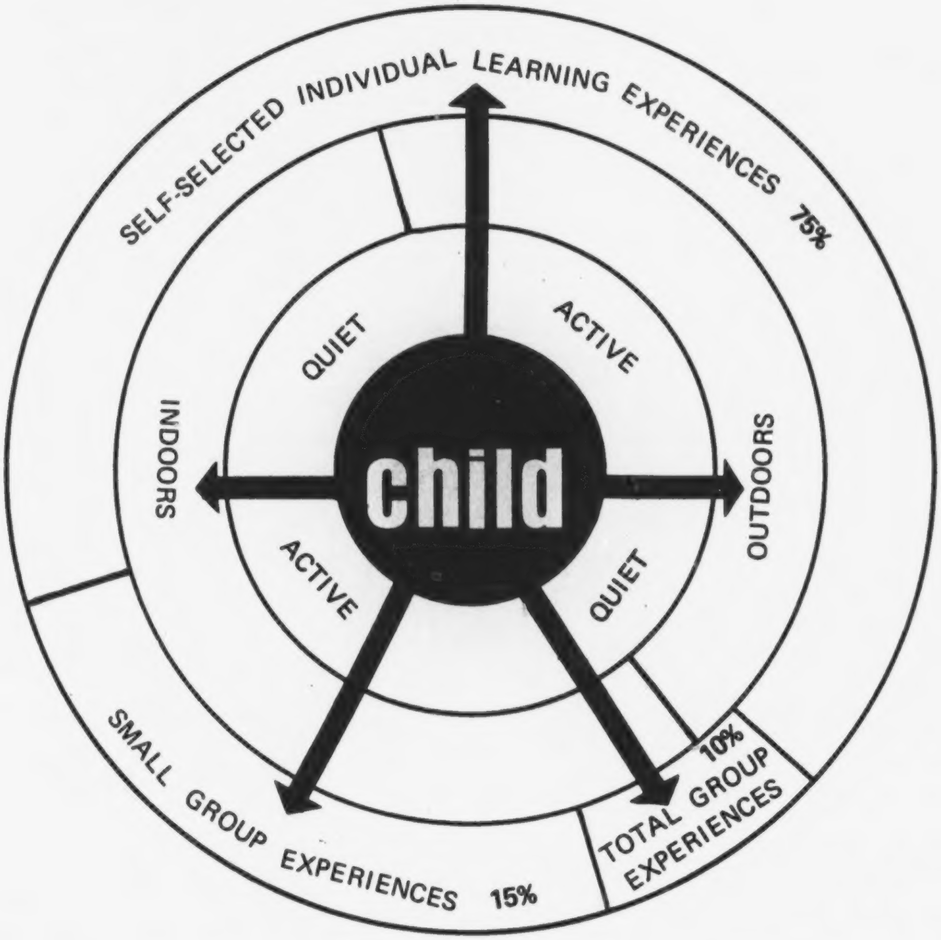
A Day Of Learning



A DAY OF LEARNING

A. **The Daily Schedule**

1. A balance of indoor-outdoor, active-quiet, individual-group activities — is planned.
2. Time allotment for each is flexible.
3. Day is planned for large blocks of time.
4. Many activities are going on at the same time.
5. See suggested schedules on pages 36, 37, 38, 39.


SELF-SELECTED INDIVIDUAL LEARNING EXPERIENCES 75%
QUIET
ACTIVE
INDOORS
child
OUTDOORS
ACTIVE
QUIET
SMALL GROUP EXPERIENCES 15%
10% TOTAL GROUP EXPERIENCES

B. **Length of Session**

1. Decide what is feasible in your community. What is needed by these children? What is required by the source of funding?
2. A longer session is desirable for boys and girls who go to poorly supervised homes or to limited environments.

3. *Session may be:*
    - a. Double session (2½ to 3½ hours each, only a snack is suggested).
    - b. Single session (full meal and snack suggested).
    - c. Child Development Centers (include breakfast, two snacks, hot lunch at noon.)

C. Indoor-Outdoor Activities

1. Most activities can be carried on inside or outside.
2. How much time is spent on each depends on the climate, weather conditions, space in each area, length of the session, and how much equipment is movable.
3. Most of the time, children can take many of their activities outdoors.

D. Quiet Activities

eating
relaxing
talking
singing
observing
listening to stories and music
looking at books
playing with manipulative materials
art experiences
playing in housekeeping center

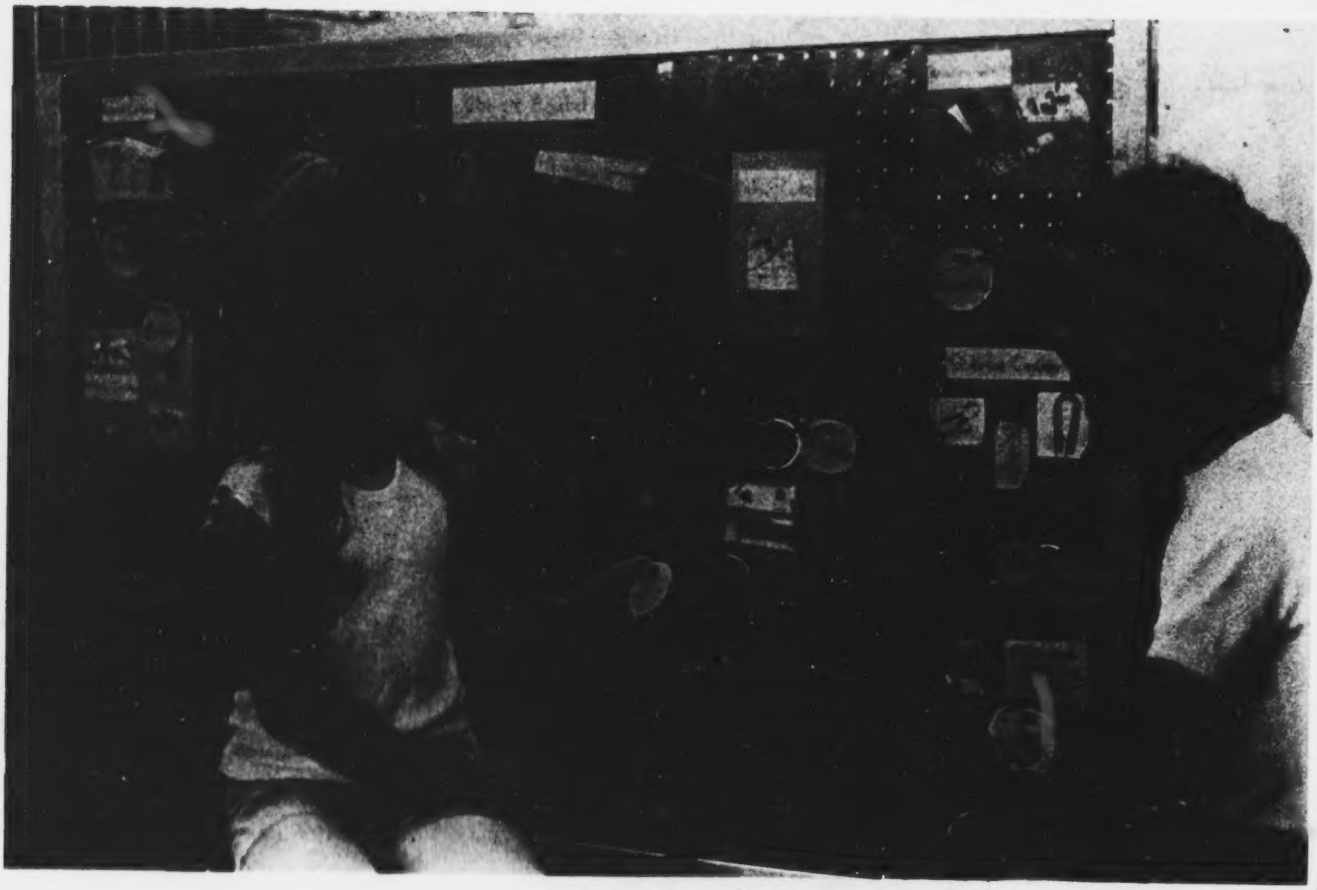
E. Active Activities

Play on large muscle equipment and with wheel toys
Sand and water play
Active games
Block play
Woodworking
Gardening
Caring for pets

F. Individual Activities are Self-Directed

From the available learning centers, each child chooses an activity and pursues it as long as he wishes during the work/play block of time. He explores, experiments, discovers, and puts the equipment away when finished. A choice board should be helpful. See page 34.

1. What the adult does –
    - a. Observes child to take clues from children for planning interest centers.
    - b. Talks with individual children.
    - c. Introduces a concept or activity to a child or small group.
    - d. Takes dictation from child – child's own story.
    - e. Reminds a child of limits which he is not observing.
    - f. Gives suggestions to child who needs help.
    - g. Records progress a child has made.



The Choice Board:

Helps each child learn to:
- Make decisions
- Work independently
- Work with other children
- Complete a task
- Put away materials
- Share materials and take turns

Helps the teacher to:
- Observe children, especially their choice of activity; is there a balance? Is there a pattern?
- Organize learning centers
- Prevent overcrowding of centers
- Evaluate use of centers and change them as needed.
- Set limits

Materials needed:
- Pegboard Room Divider — 24 in. x 48 in. (The pegboard backing on a storage divider may be utilized also)
- Pegboard Hooks — 4 dozen
- Key tags (Cardboard with metal rims)
- Box for key tags
- Pictures of centers — cut from equipment catalogs and laminated or snapshots of actual learning centers in the classroom.
- Colored tape (two colors for double-sessions.) Should match color of writing on name tags.

G. Group Activities

Children form a group because they are interested in the same activity. Group may include adults.

1. Small group activities (2–5 children):
    - a. To discuss a new idea.
    - b. To show something.
    - c. To listen to one another.
    - d. To solve a problem.
    - e. To role play.
    - f. To hear a story.
2. Large group activities (6–15 children):
    - a. Talk about news.
    - b. Share ideas.
    - c. Listen to stories, poetry, music.
    - d. Enjoy rhythms together.
    - e. Sing songs.
3. Total group activities:
    - a. Planning the day
    - b. Rest. (Naptime is not needed in double session kindergarten program. All children do not need the same amount of rest.)
    - c. Snack (may be self-regulated)
    - d. Meals.
    - e. Bus transportation
    - f. Field trip
    - g. Discussion of the day's activities

H. This Happens, Too–

1. Adults arrive early enough to have all activities ready so they can greet each child.
2. Children have a great deal of time to choose activities from the learning centers.
3. Many different activities are going on at one time.
4. Children have time to get ready to go home.
    - a. They clean up, put materials in place, get their wraps, and tell the adults how they feel about their day.
    - b. They hear a *"goodbye, see you tomorrow"* from the adult.
5. Teacher and the Staff.
    - a. Chat informally with parents.
    - b. Check the order of the room.
    - c. Take care of records (from observations and talking to children).
    - d. Discuss the day (what went well, what must be changed, what is to be added).
    - e. Plan for tomorrow – what is needed for interests of children and for insuring success, special plans for field trips, parents, etc.

SUGGESTED DAILY SCHEDULE
DOUBLE SESSION KINDERGARTEN (2½ HOURS)
FACILITY WITH ADJOINING FENCED OUTDOOR CLASSROOM

Morning Session (8:30–11:00)

8:30	Arrival and Greetings
8:35	Total Group – Planning the day. Choice Board decisions (include indoor and outdoor activities). The snack is set up as a center and is self-regulated.
8:45	Learning Centers
10:15	Clean Up Time
10:30	Evaluation of the day, planning, storytime in small groups.
10:50	Prepare for dismissal
11:00	Dismissal of children
11:00–12:00	Teacher/Aide planning, preparation, and lunch

Afternoon Session (12:00–2:30)

Repeat morning schedule

SUGGESTED DAILY SCHEDULE
DOUBLE SESSION KINDERGARTEN (2½ HOURS)
WHEN ADJOINING OUTDOOR CLASSROOM IS NOT AVAILABLE

Morning Session (8:30–11:00)

8:30	Arrival and Greeting
8:35	Total Group – Planning the day (songs or finger play, Choice Board decisions)
8:40	Learning Centers
9:50	Clean Up Time
10:10	Snack – Total Group Activity (Snack may be set up as a self-regulated learning center and made available during that block of time.)
10:20	Outdoor Play
10:50	Evaluation of the day, planning, storytime
11:00	Dismissal
11:00–12:00	Teacher/Aide planning, preparation and lunch

Afternoon Session (12:00–2:30)

Repeat morning schedule; however, Outdoor Play may need to be scheduled prior to Learning Centers.

*It is not recommended that lunch be served in a double session kindergarten program unless there is severe nutritional deprivation. If lunch is provided, the time needed must be in addition to the 2½ hours minimum instructional time in the classroom. Supervision of kindergarten children in cafeteria should be provided by adults other than the kindergarten teacher and aide in order to allow planning/preparation time between sessions. Double session programs should not be scheduled without 45 minutes to an hour between classes.

SUGGESTED SCHEDULE – CHILD DEVELOPMENT PROGRAM OR FULL DAY KINDERGARTEN FREE FLOW USE OF OUTDOOR AND INDOOR LEARNING CENTERS, SELF-REGULATED SNACK

8:00 a.m.	Children begin arriving. Each child is greeted warmly and checked for signs of illness.
8:30–11:30	Children work in learning centers. Teachers direct activities with individuals and small groups. Children use indoor and outdoor environments. Snack area is included on the choice board from 8:00–9:30. Nutritious supplements prepared by cafeteria staff or children are available. Children clean-up, return materials and equipment to the proper place.
11:30–11:45	Class gathers to discuss the morning and to make plans.
11:45–12:15	Lunch is served family style. Adult sits with children to encourage natural conversation, to demonstrate the use of utensils, if necessary, and to encourage tasting of new foods.
12:15–12:30	Toothbrushing
12:30–12:45	Storytime in small groups. A choice of stories each day.
12:45– 1:45	Rest period. Soft music is played. Adults sit with restless children. One paraprofessional remains with resting children. Teachers and paraprofessionals discuss anecdotal notes and plan. The length of time needed for resting will vary according to individual needs. CHILDREN WHO ARE NOT ASLEEP AFTER 20 MINUTES ARE ALLOWED TO ENGAGE IN SELF-DIRECTED ACTIVITIES.
1:45– 3:00	As children awaken, they are assisted in putting their cots away and are directed toward an activity. Juice, milk, fruit, or raw vegetables are available. Children work in learning centers indoors and outdoors.
3:00– 3:15	Class meets to evaluate the day.
3:15– 5:00	Parents begin picking children up. Indoor and outdoor activities are planned for children who remain until center closes for the day.

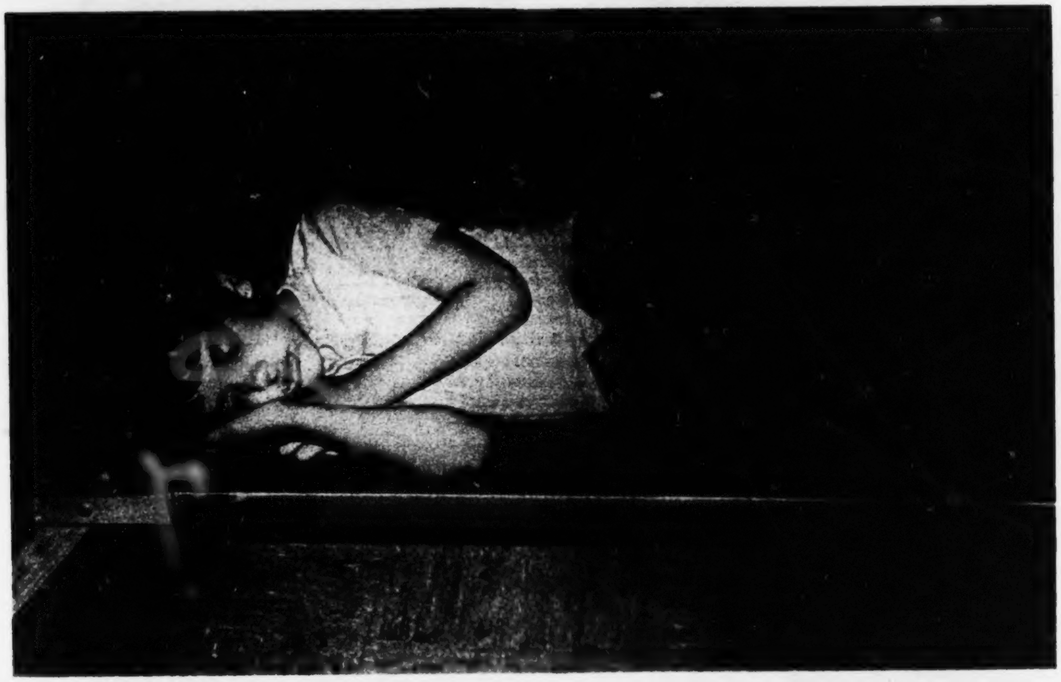
SUGGESTED SCHEDULE – CHILD DEVELOPMENT PROGRAM OR FULL DAY KINDERGARTEN

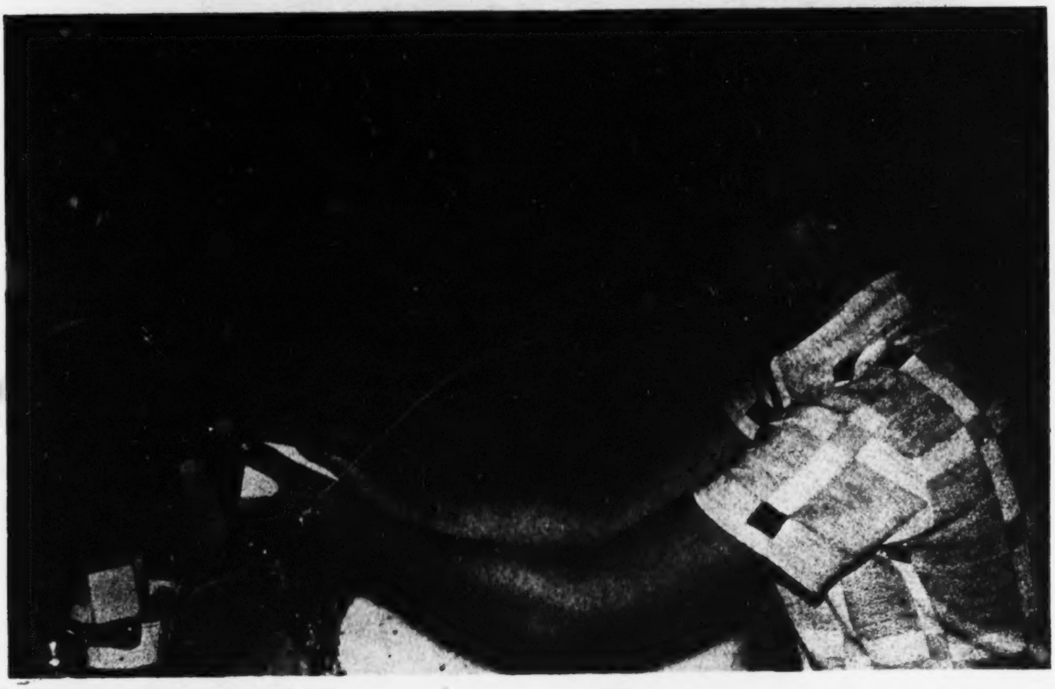
SEPARATE TIME BLOCKS FOR INDOOR AND OUTDOOR ACTIVITIES WITH BREAKFAST PROGRAM

7:30 a.m.	Children arrive and are checked for signs of illness. A choice of activities is available.
8:00– 8:30	Breakfast is served family style. Adults sit with children to encourage natural conversation. Class meets to discuss the day, see new materials, etc.
8:30– 8:45	Toothbrushing
8:45–10:05	Children work in learning centers in the classroom. At least one trained adult works with individuals or small groups. Other adults give assistance to children who are working in centers.
10:05–10:15	Children return equipment and materials to the proper place.
10:15–10:30	Class gathers to discuss the morning.
10:30–11:30	Children use outdoor classroom. Wheel toys, woodworking, art activities, sand and water play materials are samples of appropriate materials for the outdoor use.
11:30–11:45	Children prepare for lunch.
11:45–12:15	Lunch is served family style. Adults sit with children to encourage natural conversation.
12:15–12:30	Toothbrushing
12:30–12:45	Storytime in small groups. A choice of stories is available each day.
12:45– 1:45	Rest period. Individual needs vary: CHILDREN WHO ARE NOT ASLEEP AFTER 20 MINUTES ARE ALLOWED TO ENGAGE IN SELF-DIRECTED ACTIVITIES. One adult remains in the room with resting children. Other adults discuss the program and make plans.
1:45– 2:45	Children work in classroom learning centers. A beverage is available in the snack center.
2:45– 3:00	Clean-up time for children and adults.
3:00– 3:15	Class meets to discuss the day, sing, and make plans for tomorrow.
3:15– 5:00	Parents begin picking up children. Children work in the outdoor or indoor classroom until parents arrive.

Learning Experiences —

Nutrition, Health And Safety





LEARNING EXPERIENCES – NUTRITION, HEALTH AND SAFETY

Nutrition

A healthy child has the energy to learn. Nourishing food is served for snacks and meals. Every program has a snack of something to eat and drink each half day. Lunch and sometimes breakfast is served in full-day programs depending on the needs of children. Growing children require adequate amounts of wholesome foods.

Children can learn about the food they eat and develop a positive attitude toward many kinds of foods. All areas of learning can be combined in cooking foods in school. Children can see and feel the whole—as, a bunch of celery—before eating it. They can help pick fruit from trees, take vegetables out of the garden, buy, prepare and cook, and eat the food. Many basic concepts in science and math may be explored through these experiences.

A. **Outcomes**

1. Children will gain health and energy.
2. Children will eat a balanced diet.
3. Children will learn to eat and enjoy many kinds of foods.
4. Children will socialize during snack time.
5. Children will learn how foods grow, how they are prepared, and how they are processed.

B. **Meal Patterns**[5]

1. A Pattern for Breakfast.
    - a. Fruit or fruit juice.
    - b. Milk.
    - c. Cereal, bread or roll.
    - d. Plus one or more of the following:
        - (1) Piece of cheese.
        - (2) Egg, hard cooked or scrambled.
        - (3) Peanut butter.
2. The mid-morning or mid-afternoon snack could include one or more of the following:
    - a. Fruit, such as orange sections, apple wedges or peach halves.
    - b. Raw vegetable pieces.
    - c. A piece of cheese.
    - d. Milk or Juice – either fruit or vegetable.
3. A Pattern for Lunch.
    - a. Meat, poultry, fish, egg, cheese, peanut butter, dried peas or dried beans (choose one).
    - b. Bread and butter or margarine.

c. Raw or cooked vegetables.
d. Fruit or other dessert.
e. Milk.

C. **Snack Suggestions**

1. Drinks
   a. Milk — white, chocolate, cocoa, milk shake, eggnog.
   b. Fruit juices — orange, apple, apple cider, peach nectar, pear, grape, pineapple, prune, grapefruit, etc.
   c. Vegetable — carrot, tomato, mixed vegetable juices.
   d. Other — bouillion, jello, lemonade, vitamin-enriched fruit drinks.
2. Food.
   a. Fresh fruit (cut in various shapes) — served slices or strips, quartered or sectioned, cubes or balls, on toothpicks.
      - bananas
      - oranges
      - apples
      - plums
      - pears
      - peaches
      - assorted fruit plate
      - grapefruit
      - rhubarb
      - cherries
      - pineapple
      - cantaloupe
      - blackberries
      - watermelon
      - honey dew
      - strawberries (with milk)
      - pomegranate
      - mixed fruits
      - grapes (small clusters)

   b. Canned or cooked fruit — any of the above fruits, apple sauce, fruit cocktail.
3. Dried Fruit.
   - raisins
   - apricots
   - apples
   - prunes
   - figs
   - dates
   - currants
   - coconut
   - Nuts — peanuts
4. Vegetables — raw or cooked; cubes, slices, sticks, curls, quartered, whole if small.
   - potato
   - turnip
   - carrots
   - beets
   - artichokes
   - rutabagas
   - green pepper
   - brussel sprouts
   - cucumbers
   - broccoli
   - tomato
   - peas
   - cauliflower
   - green or yellow beans
   - celery (with cheese, peanut butter)
   - squash
   - radishes
   - lettuce
   - cabbage
5. Meat and Cheese — wedges, slices, cubes, on toothpicks, on bread, with catsup and mustard.
   - cold meats
   - meat roast
   - wieners
   - finger meats
   - chicken
   - bacon
   - sausages
   - cottage cheese
   - canned meats
   - meat loaf
   - ground beef
   - cheese (different kinds)
   - eggs (hard boiled, deviled, scrambled)

6. Breads — with butter, honey, spreads, or jellies; strips, quartered sandwiches, cut with cookie cutters.
    - whole wheat
    - raisin
    - rye
    - muffins
    - doughnuts
    - homemade bread
    - biscuits
    - waffles
    - banana bread
    - cinnamon rolls
    - toast (plain, cinnamon, French)
7. Crackers — with dips, peanut butter, plain, cottage cheese, soda, graham, variety of snack crackers.
8. Cereals — cooked hot cereals, dry prepared cereals.
9. Others.
    - jello
    - pudding
    - cookies
    - marshmallows (plain, roasted)
    - popcorn (buttered, balls)
    - ice cream (dish, cones, with fruit)
    - brownies

D. For Positive Food Attitudes[6]

1. Plan carefully.
2. Serve food in an easily handled form, keeping in mind the child's hand and chewing skills.
3. Serve food in an attractive manner.
4. Seat child in a comfortable manner.
5. Adjust servings to child's appetite and allow opportunity for second helpings.
6. Encourage child to taste everything, but make no fuss about food he dislikes as *"pushing"* may cause resistence.
7. Introduce new foods slowly in connection with well-liked ones.
8. Keep disciplinary procedures at a minimum.
9. Remain cheerful. Children respond positively to cheerfulness, warmth, and a loving atmosphere.
10. Combine eating with learning about food.

E. **Equipment** (all utensils for eating should comply with health regulations).

1. Napkins and straws.
2. Paper cups or glasses.
3. Sponges.
4. Trays for serving foods.
5. Hot plate, electric fry pan, hand mixer.
6. Access to refrigerator and oven, (portable broiler-oven works well)
7. Also, for full-day programs — unbreakable dishes — bowls, cups or glasses, dessert dishes, salad forks, place mats, plates, spoons, pitchers.

F. Cooking in the Classroom — First-Hand Experiences

Planned cooking activities with children can provide opportunities for work in many, if not all, major areas of the curriculum. Science, math, social studies, career education, language arts, as well as health, safety and home economics can be folded into the natural conversation about on-going activities.

The cooking center should be set up in the wet area near the water source, work surfaces and electrical outlets.

Although a natural extension of the housekeeping center, for safety and health, it's best not to locate the cooking center adjoining art, woodworking, or work areas where sand and mud are present.

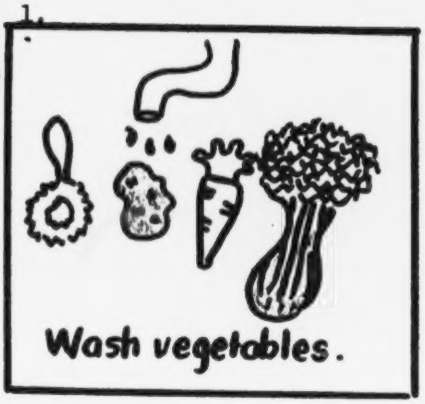
By including the cooking center on the choice board, the teacher can control the number of children who can use this center at one time. The group may vary from one to five children depending on the complexity of the activity, the children's previous cooking experiences, and their age.

Do begin with simple food preparation and proceed slowly to more complex cooking activities. Favorite recipes should be repeated often. Recipes for the young cook frequently need to be adapted and simplified. Picture recipes help the child follow the recipe step-by-step by "reading" the picture sequence from beginning to end.

Sharp tools and small electrical appliances such as a hot plate, an electric skillet, or a broiler-oven can be brought to the cooking center and used under adult supervision. Functional additions to the food preparation center may include a refrigerator and a storage shelf for ingredients — clearly labeled with pictures of what's inside. A pegboard screen divider is handy for storing cooking and measuring utensils, oven mitts, and aprons. Basic utensils and equipment can be collected from parents or community groups.

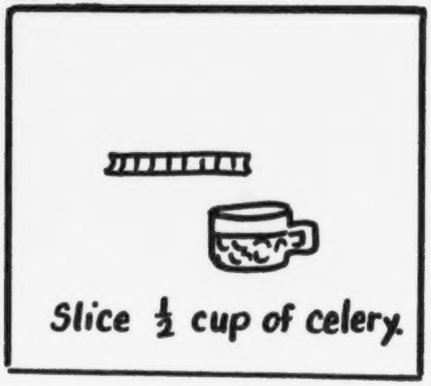
ALPHABET SOUP

1.



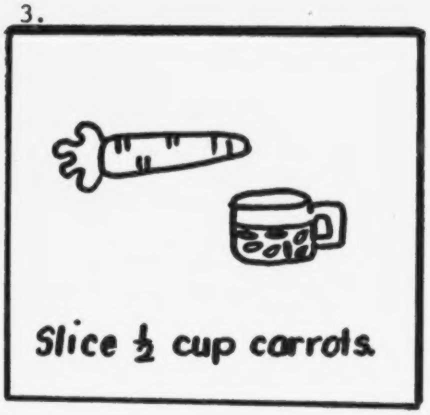
Wash vegetables.

2.



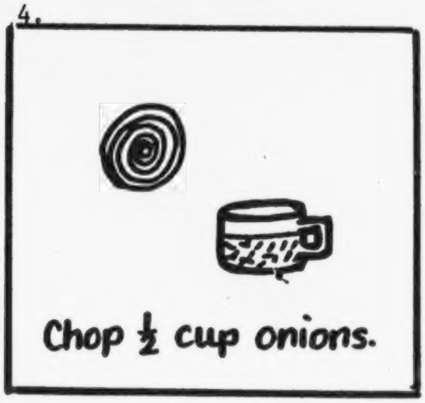
Slice ½ cup of celery.

3.



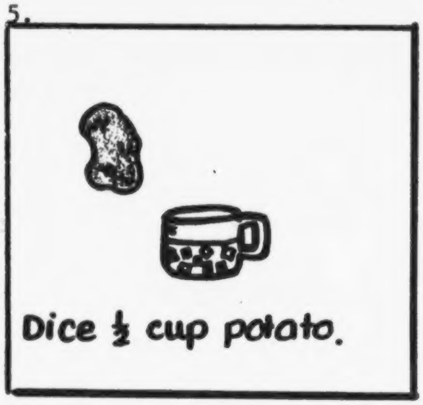
Slice ½ cup carrots.

4.



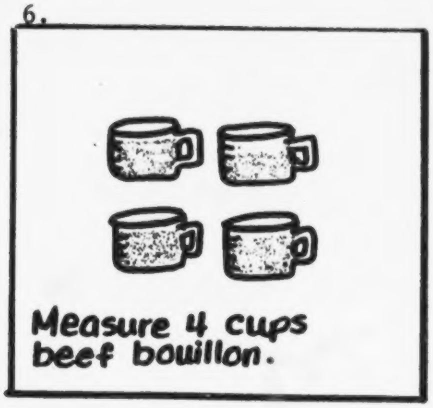
Chop ½ cup onions.

5.



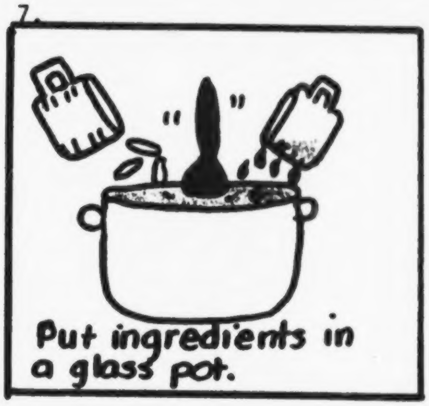
Dice ½ cup potato.

6.



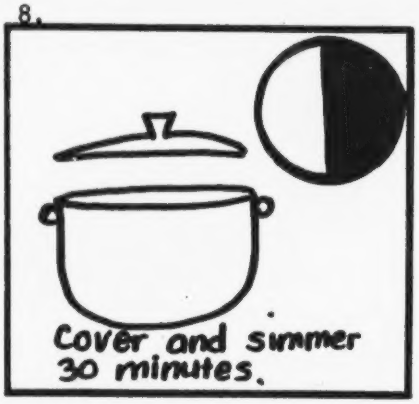
Measure 4 cups beef bouillon.

7.



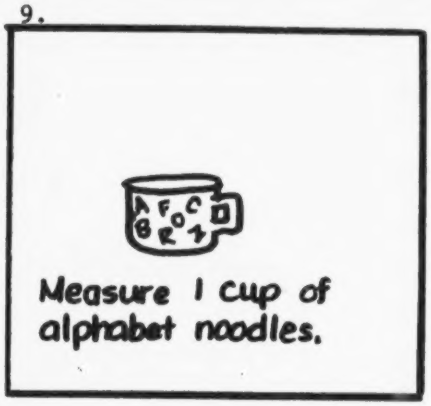
Put ingredients in a glass pot.

8.



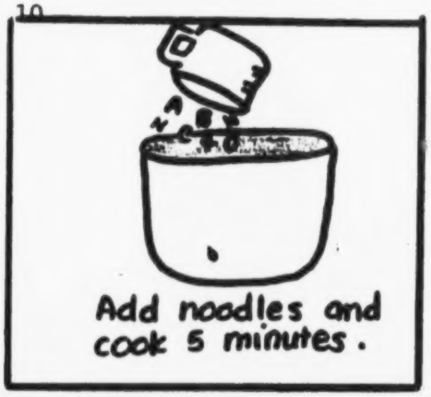
Cover and simmer 30 minutes.

9.



Measure 1 cup of alphabet noodles.

10.



Add noodles and cook 5 minutes.

YOU WILL NEED:

- Vegetable Brush
- Knife
- Measuring Cup/s
- Glass Pot
- Clock and Timer
- Hot Plate
- Bowls
- Spoons
- Variety of Vegetables
- Beef Bouillon
- Alphabet Noodles
- Large Spoon

Cooking Activity – Alphabet Soup

Learning Potential

Language

Names of foods	(onions, carrots, potatoes)
Parts of plants we eat	(root of the carrot and potato, stalk of the celery)
Names of equipment	(can opener, ladle, liquid measuring cup)
Names of processes	(heat, cool, boil, freeze, dissolve, simmer)
Names of descriptive terms	(liquid, solid, raw, cooked, firm, soft, crunchy, hard, sweet, sour)
Names of actions	(grate, pare, slice, chop, peel, dice, pour, stir, measure)
Names of food categories	(vegetables)
Names of time designations	(5 minutes, right away, tomorrow, ½ hour, 30 minutes)
Names of quantities	(1 cup, ½ cup, 4 cups, empty, more, less)

Comparing and contrasting

"The potato and celery are the same color, but a different shape. Both are crunchy. Do they taste the same?" "How do the alphabet noodles feel before cooking?" ...after 5 minutes?"

Science and Social Studies:

Observing changes in texture, size, shape, smell
Measuring heat changes with a thermometer
Sinking and floating
Growing and preparing vegetables

Mathematics

Measuring and assessing quantities using liquid measurement tools
Dividing soup into equal portions
Counting the number of carrot slices, the number of noodle "a's", the number of bowls and spoons needed, putting one spoon in each bowl (one to one correspondence), reading numerals on price tags, recipes, and labels, purchasing ingredients for cooking project.

Reading

Listening to "Stone Soup"
Constructing name(s) or words with alphabet noodles
Naming letters
Following directions in sequence
Following a recipe from left to right or top to bottom
Learning how to "read" pictures and/or symbols, food labels, observing adults read

Fine Muscle Development

Scrubbing vegetables
Peeling vegetables
Slicing, dicing, chopping, stirring, and pouring

Health and Nutrition

Learning to use cooking tools safely — vegetable parer, knife, grater, using a potholder to avoid burns
Testing new foods, tasting familiar foods prepared in new ways

Social Skills

Working with other children for a common goal
Sharing equipment
Taking turns
Dividing food and work equitably
Accepting responsibility for completing a job and a share of the work
Returning materials and cleaning up

Sharpening Senses

Listening to the sound raw vegetables make when chopped
Handling foods in different forms
Tasting ingredients separately and again when soup is done

OTHER RECIPES FOR CHILDREN

Changing Grapes to Raisins

You'll Need:

Grapes
Plastic tapestry needles
Heavy thread (button and carpet thread)
Scissors to cut paper into squares
Someone to tie a knot

String grapes with a small square of paper between each grape.
Hang to dry (about a month).

Homemade Peanut Butter

You'll Need:

3 tbsp. oil
1 cup roasted peanuts
½ tsp. salt

Shell peanuts
Grind peanuts with a food chopper
Add salt and oil — blend.

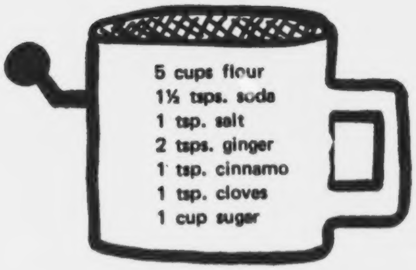
Other Food Chopper Activities:

Grind apples and pears for apple and pear jellies.

Grind suet and dry bread for a winter bird feeder.

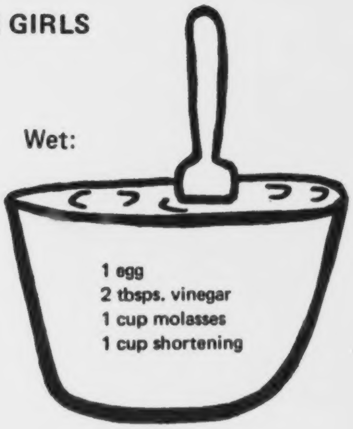
GINGERBREAD BOYS OR GIRLS

Dry:



5 cups flour
1½ tsps. soda
1 tsp. salt
2 tsps. ginger
1 tsp. cinnamo
1 tsp. cloves
1 cup sugar

Wet:



1 egg
2 tbsps. vinegar
1 cup molasses
1 cup shortening

First Day

Sift dry ingredients together.
Cream together shortening and sugar.
Stir well. Stir in sifted dry ingredients, mixing well. Chill.

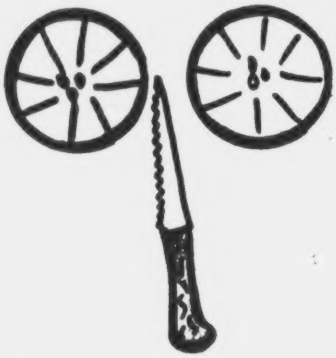
Second Day

Roll in pecan size balls. Use 3 balls for each boy. Place one on a *greased* baking sheet. Press with thumb to flatten for head. Roll one into straight rope for arms. Roll one into straight rope and then curve it for legs. Use raisins or red hots for eyes and buttons. Bake in moderate oven (350 degrees F.) 10 to 12 minutes. Mix powdered sugar and milk to thick paste and make a smile on each face after cookie has cooled.

JUICING

You'll Need:

Knife
Pitcher
Juicer
Cups
Cutting Board
Oranges



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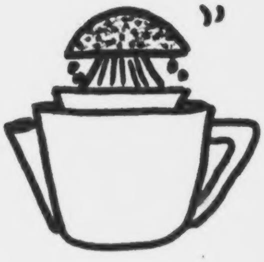

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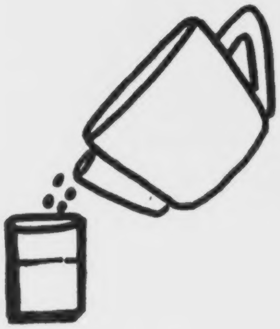

3.

More Information:

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McAfee, Oralie, Evelyn W. Haines, Barbara Bullman Young, Patricia Maloney Markun, *Cooking and Eating with Children*. Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016. 1974.

Wilms, Barbara. *Crunchy Bananas*, Peregrine Smith, Inc., Salt Lake City and Santa Barbara, P. O. Box 11606, Salt Lake City, Utah 84111. 1975.

Health and Safety

The health program helps maintain healthy children. As boys and girls form positive attitudes toward the importance of health, they should be helped to live so that strong bodies develop. The program also identifies deficiencies and provides referral services for treating them. Nutritious food, rest, and physical exercise in the outdoors are essential. The adult will be an example of a healthy being, who practices health and safety habits.

A. Outcomes

1. Children will understand and practice proper health habits.
2. Children's bodies will be healthy and function well.
3. Children will have a mental outlook that meets life with confidence.
4. Children will get along well with others.
5. Personnel will identify and provide for treatment of health deficiencies.

B. Health habits are learned by doing them. Do —

1. Teach them when children can use them immediately.
2. Have nurse and others talk to children.
3. Role play the doctor, nurse, etc.
4. Use songs, stories, poems, films and filmstrips.
5. Answer questions simply and accurately.

C. Some health practices

1. Wash hands after toileting.
2. Wash hands before and after eating.

3. Keep objects out of mouth, eyes, nose, ears.
4. Stretch after sitting.
5. Eat wholesome foods.
6. Cover mouth for coughs and sneezes.
7. Plan a rhythm of rest and activity.
8. Have outdoor large muscle exercise each day.
9. Drink enough liquids.

D. **Safety precautions — children and adults should—**
1. Report toys and equipment that break.
2. Pick up glass and other litter and put it in the wastebasket.
3. Close cupboard doors and drawers.
4. Clean up spills.
5. Keep toys out of walking path.
6. Designate place for throwing balls and bean bags.
7. Provide a safe entry to the center.

E. **Parents and personnel work together on —**
1. Eating wholesome food.
2. Getting enough sleep (10—12 hours nightly).
3. Brushing teeth (at school in a full-day program).
4. Being happy at home and school.
5. Preventing and coping with pressures and frustration.
6. Playing happily with others.

F. **Supervision of Health Care**
1. Observe children for signs of illness.
   Look for: flushed face, warm forehead, paleness, sweating or chilling, listlessness, irritability, cough, sneeze, running nose, watering eyes, swollen neck glands, headache and earache, skin rash.
2. Permit as needed — toileting, drinking, resting, stretching.
3. Adjust wraps to weather or activity.
4. Adjust windows to ventilate without a draft.
5. Adjust shades for proper lighting without a glare.
6. See that the environment is clean.
7. See that eating utensils are not used in common.
8. Remove safety hazards —
   a. Keep toys repaired.
   b. Keep halls well-lighted.
   c. Close cupboard doors and drawers.
   d. Keep first aid materials and household cleaners out of the reach of children.
9. Supervise children who are climbing in high places.
10. Prepare children for medical examinations or treatment so they know what will happen.

11. Know and use the community resources for a team approach to improving health—
    a. Parents.
    b. Doctor.
    c. Nurse.
    d. Psychologist.
    e. Social worker.
    f. Dentist.
    g. Others.
12. Give specific instructions in the safe use of equipment as needed.
13. Be a model of good health.

G. Health and Safety Topics

A few topics are suggested. Select other topics because of health and safety practices the children need to learn. For each topic you will need:

1. To add equipment to the learning centers.
2. To plan activities.
3. To plan a field trip or invite a resource person.

How our bodies grow — different rates, height, weight, skills to practice.

How we use our bodies — all senses, teeth, muscles, others.

How we take care of our bodies — health habits; care of eyes, ears, nose, mouth, hair, feet, clothing.

Why we need exercise and outdoor play — sunshine, fresh air, coordination, play.

Why we need time to rest — fatigue, rebuilding, time during the day and at night.

How food helps us grow — see nutrition, selection of food.

How we keep ourselves healthy — health examination and treatment, immunizations, room temperature, warm and dry feet, staying away from sick children.

How our "feelings" affect our health — acquaintance with the school and personnel, kindness to others, appreciation of each child.

How we keep safe — knowing name, address, parent's name, name of school; using equipment, electrical equipment, recognizing hazards; playing with pets and animals; not accepting rides with strangers, rules of fire prevention.

How our community helps keep us healthy and safe — understanding of services for health, fire, sanitation, protection; children's responsibility for prevention.

H. Planning a Health Program

1. Organizing health information for each child.
    a. Keep a health record for each child.
    b. Add significant health information during the year, dating each item.
2. General health examination before each year begins is recommended.
    a. By family physician or provided by the school for low-income families.
3. Daily observation of each child, preferably by the nurse.
    a. Referral procedures established for physician, parents, social worker, speech therapist, etc.
4. Procedure to follow when a child becomes ill.
    a. Written information by parents with phone number, physician's name, etc.
5. Information to parents in written form on all health policies.
6. Immunizations for children whose parents cannot pay for them.
7. Identification of health problems that interfere with a child's growth and learning. A **must** for all early childhood centers — by family doctors or by the school.
    a. Examinations for:
        dental health
        hearing problems
        visual problems
        speech problems
8. Begin treatment for health problems
    a. Family and school cooperation.
    b. Referral services for low-income parents.
9. Other provisions.
    a. Adult who is trained in first aid.
    b. Written information of when to keep a child home.
    c. Regulations concerning communicable diseases — available from school nurse, city, county and state health agencies.
    d. Space where child can rest by himself.
    e. Funds for medical treatment for children of indigent parents.

I. Equipment

1. Facial tissue.
2. First aid kit, stocked at recommendation of school nurse.
3. Full-length mirror.
4. Large muscle equipment.
5. Facilities for washing hands.
6. Child-size broom, dust mop, hand brush and dustpan with long handle, sponge with small plastic pail.

J. Rest and Relaxation

Quiet times are needed to relax the mind and muscles. Rest time is stretching out and relaxing the whole body.

1. Half-days.
    Half-day sessions have shorter rest periods. Some days a longer period may be needed; usually a "quiet time" provides adequate rest.

   a. Younger children need longer rest periods than older children.
   b. Older children may rest according to *"when"* and *"how long"* they need to rest. Space and equipment are always available.
   c. Quiet, restful music may be played during the rest period.
   d. The floor for resting is warm, clean, and free from drafts.

2. Full-days.

   All-day programs should have a mid-morning quiet time and an extended rest time after lunch on cots in a quiet room.

   The setting provides dimmed lights, loose fitting clothing, enough covers, good ventilation, and a quiet place. All children will not need the same amount of rest. Those who awaken first should be directed to other areas.

3. Relaxation can be Encouraged by –
   a. Adults who make school pleasant and who do not *"pressure"* children.
   b. Adults who speak and move quietly before rest time.
   c. Adults who play softly – piano, auto-harp, guitar.
   d. Children who know the routine of preparing for rest.
   e. Adults who relax quietly while the children rest.

4. Equipment.
   a. Records with music for resting as – Lullabiës and Other Children's Songs sung by Nancy Raven.
   b. **For short rest periods** – rugs, large heavy towels.
   c. **For all day programs** – cots or mats, light covering. Space cots about 2 feet apart.

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Learning Experiences — Play

LEARNING EXPERIENCES – PLAY

Play is not a passive structured occupation. For a child, play is an expression of his natural instinct to develop his own potential, to discover himself and the world around him. Like research at the adult level, it is an adventure, an experiment, a source of intellectual, emotional, and physical satisfaction. And like any adventure, it is not something to be found always at the same time and in the same place and in the same way. Children must have freedom to shop around. They need a variety of different types of activity. Lady Allen of Hurtwood, May 5, 1965 in New York City. OMEP.

A. Outcomes

Play is learning. Learning through play is used in the entire program. The children will:

1. Explore and manipulate their environment.
2. Discover ways to solve their problems.
3. Express their feelings about the world.
4. Expand ways of relating to others.
5. Coordinate large and small muscles.
6. Develop their imagination.
7. Know how to use the equipment.
8. Learn basic skills through manipulating materials.

B. Developmental Sequence

From	To	To
1. Playing alone (solitary play)	2. Playing alone but playing close to another child (parallel play)	3. Playing with a small group of children (cooperative play).

C. Organizing Play

1. Select equipment for individual and group play. A list of suggested materials is available upon request from the S. C. State Department of Education.
   a. Two of a kind encourages group play, as two telephones.
   b. Related equipment encourages group play – wagon, fireman's hat, piece of hose.
2. Select equipment for indoor and outdoor play.
   a. Movable equipment can be used indoors or outdoors.
   b. Many activities can be taken outdoors in suitable weather.
3. Select equipment to develop large and small muscles.
4. Provide for self-directed play and learning.
   a. Select equipment that is self-correcting.
   b. Give children time to choose activities and play as long as they wish.

   c. Have space for children to enjoy the activities.
   d. Show children how to use the equipment as needed.
5. Select equipment for different levels of development.
   a. Have materials that range from easy to difficult for the developmental levels of children in the school.
   b. Provide for a variety of materials by buying one of a kind, in most instances.
6. Select manipulative equipment for all areas of the program.
7. Help children keep an orderly room and playground.
   a. Plan for sufficient storage – indoor and outdoor storage.
   b. Have a place for each piece of equipment.
   c. Begin the year with a few pieces of equipment in place and gradually add as children can learn **how** to use it and **where** to put it.
   d. Teach children to put equipment in place when they are finished with it.
   e. Give children a signal and clean-up time to put all equipment in place at the end of the session. Adults should assist until children can do this independently.
8. Guide the children in their development.
   a. Encourage children who want to play but hesitate.
   b. Give children additional equipment to add to their dramatic play as requested. Change materials as according to their interests.
   c. Make positive comments about what they are doing.
   d. Put actions into words if language development is needed.
   e. Encourage creative ways of playing with equipment.
   f. Ask questions to expand their understanding of the activity.
   g. Help 5's plan, carry out plans, and evaluate their activity.
9. Supervise the children while they play.
   a. Have an adult there at all times.
   b. Tell children the safety precautions for playing and give them reasons for these precautions.
   c. Be sure children know the **limits** and **ground rules** while playing. The limits vary because of space, number of children, kinds of equipment, etc. Train them to use the Choice Board.
   d. Settle problems only when children cannot settle them by themselves.
   e. Keep all equipment in good repair.
   f. Discard items that are no longer safe for children.
   g. Store items that no longer interest children.

D. Equipment

Criteria for Evaluating Equipment[7]

No list of criteria can be uniformly effective in evaluating specific items of equipment and supplies. Add criteria that apply to your particular children and school.

For what age levels is the item most suitable?
Is the material of which it is made suitable?
Is the size correct?
Is the form suitable for its use?
Is the color pleasing?
Is the surface easily cleaned?
Is the surface durable?
Is the article strong enough?
Are the edges rounded, not sharp?
Is paint nonpoisonous?
Is the article noninflammable?
Will the article withstand...
    weather conditions
    hard usage?
Can the article be used...
    for more than one purpose
    by more than one child?
Does the price compare favorably to similar articles by other manufacturers?
Is this item appropriate for school use?
Does the article stimulate in children...
    curiosity
    interest
    manipulation
    initiative
    resourcefulness
    problem-solving
    imagination
    creativity?
Does it develop...
    muscles
    coordination
    freedom of movement
    manual skills?
Does it promote growth toward...
    independence
    exploration
    group activity
    social relationships
    international relationships?

1. Blocks

Blocks take **number one priority** in play equipment. Every room for young children needs an ample supply. Commercial blocks are a good investment since they last a lifetime. Large and smaller blocks are needed. Accessories encourage more kinds of dramatic play. Any idea can be reconstructed with blocks.

Blocks give children an opportunity to develop motor control, perception, problem-solving, planning, and decision-making through individual and group play.

a. Large hollow, wooden blocks – one full set if space permits. Storage unit.

b. Solid maple unit floor blocks – **one full school set**, straight, circular and arched. Storage unit.

c. Play Boards – six foot length. Six to eight depending on space.

d. Accessories – wheels, airplane propeller; used auto parts – steering wheel, tires, hub-caps, miniature people, rubber farm and zoo animals, wooden sailboats, etc.

e. Large Lincoln logs – notch poles (4′, 2′, 8″); combine with scrap lumber, bricks, tiles, etc.[8]

f. Wooden trains with interlocking track.

2. Balls

   Rubber balls – 10″ and 6″ size.

   Basketball hoop mounted waist high.

   Yarn ball or crushed paper inside nylon hose and shaped round for indoor use.

   Bean bags.

   Ice cream carton or other container for toss game.

3. Wheeled toys

   Triangle frames (2 with wheels, 2 without wheels), boards with cleats.

   Large pedal toys – tricycles, tractors. Ride-on truck.

   Wagons. Wheelbarrow.

4. Climbing and Balancing Equipment (Consider proper height for age of child).

Rope ladder.

Climbing rope.

Climbing net.

Simple climber.

Light weight ladders (used vertically and horizontally), board, bridges, and saw horse.

Rocking boat, steps when turned over.

Pair of steps with boards.

Large packing boxes, crates, barrels.

Balance beam (use the 4″ side and 2″ end)

Giant airplane inner tube (roll, jump, bounce).

Bouncing board – 10′–12′ plank a few inches above the ground.

Trampoline – fasten canvas duck over tractor tire.

Stumps, blocks or posts, stools – various heights and widths arranged for stepping from one to the other.

Rocker board – 3/4″ outdoor plywood top with 2″ x 10″ rockers, braced underneath.

Balance board – 16″ square of wood with 5″ x 5″ x 2″ block of wood fastened underneath – the smaller the block underneath, the more difficult to balance.

5. Indoor-outdoor large muscle equipment.
    - Tumbling mat – old mattress or carpet samplers.
    - Drag boxes – boxes with provision for pulling, large enough for children to sit.
    - Individual jump ropes.
    - Heavy knotted rope for swinging.
    - Tire pump and inner tube.
    - Punching bag – commercial or stuffed bag with paper, hung from rope.
    - Saddle and sawhorse.
    - Water play – container at standing height with utensils for floating, sinking, measuring, and pouring. Galvanized tub placed on sawhorses works well.
    - Hoops.
    - Length's of rope for hitching wagons, etc.
    - Rocking horse for 3's.
    - Stick horses.
    - Service station equipment, play variety.
6. Outdoor large muscle activities.
    - Jumping pit – about 8" deep and 6' across, sawdust in the bottom of the pit.
    - Large drainage tile or oil drum for tunnel.
    - Place to dig in the earth.
    - Small hill for rolling.
    - Trees for climbing.
    - Fenced in area for animals.
    - Area for garden with tools for gardening.
    - Stream or wading pool.
    - Wooden spools – several sizes, free from utility or construction companies.
    - Sand inside a large tire, gravel at bottom for drainage – tools and toys for digging, pouring, mixing (may have sand table indoors).
    - Bodies of cars, jeeps, or boats – unsafe parts removed.
    - Tires for rolling.
    - Snow sculpture in season.
7. Dramatic Play

    Family Living Center
    - 4 chairs and table
    - 1 set unbreakable dishes
    - chest of drawers
    - bathinette
    - full length mirror
    - sink with pan for water
    - two telephones
    - rocker
    - carpet pieces or rug
    - cupboard for dishes
    - cooking utensils
    - egg beater, spatula, bowl, scraper
    - iron and ironing board
    - refrigerator
    - stove
    - suitcase, small
    - play money

shoe polishing set
dress-up clothes for boys and girls
    dresses, skirts, blouses, pants and shirts, shoes, accessories, purse and wallet, scarf and tie, jewelry, hats, etc.
bed — large enough and strong enough for a child
doll carriage, multi-ethnic dolls and doll clothing
laundry set, large enough for real use.

8. Housekeeping of Classroom and Home Center.
(Select the size that children can handle).

- wastebaskets
- dustpan
- sponges
- scrub brush
- carpet sweeper, if needed
- water in spray bottle and cloth
- pushbroom
- sponge mop
- dust cloth
- soap
- dust mop
- hand brush

9. Manipulative Equipment (small muscle development, perception, etc.)

Puzzles — wooden, bright clear colors.
    4 to 8 pieces for three-year-olds.
    4 to 26 pieces for four- and five-year-olds.

Wooden puzzle rack
Beads and bead strings — large and medium size.
Peg board and pegs — large and medium size.
Nest of boxes or cans.
Pounding sets — sturdy with large mallet
Cardboard carton with hammer and nails.
Set of snaps, bolts, pegs and blocks
Push and pull toys for 3's
Construction sets — rig-a-jig, tinker toys, etc.
Color cone, stacking towers, etc.
Lock box
Play chips
Lacing shoe
Peg sorting board
Fit-A-Size, Fix-A-Square, etc.
Intarsi
Threading block
Logic Box
Play rings and squares
Pipe construction set
Jumbo colored wooden dominoes

Tinkertoys — large set
Cubical Counting Blocks
Coordination Boards
Picture dominoes
Perception plaques
Parquetry Set

For the following areas, see other chapters for list of equipment.

Woodworking
Science and the world of people
Nutrition and health
Art
Music
Language and communication
Number relationships

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Learning Experiences —

Understanding The World

LEARNING EXPERIENCES – UNDERSTANDING THE WORLD

The world of nature and man's relationship to it are called science and social studies. Children can learn about man and nature by experiencing happy relationships in school and by discovering the world around them. Their world today is larger than the immediate community. Most activities, however, deal with the world and people they can observe.

To understand the world, the child must be guided to observe, think about, feel, solve problems and ask questions. He must discover, explore, and experiment. He *"learns by doing"* and experiencing. The child begins to learn how to learn, to try to find his own answers. The adult will provide activities and materials, and then give the child time to learn. Materials should be available so that the child can reconstruct his experiences through play.

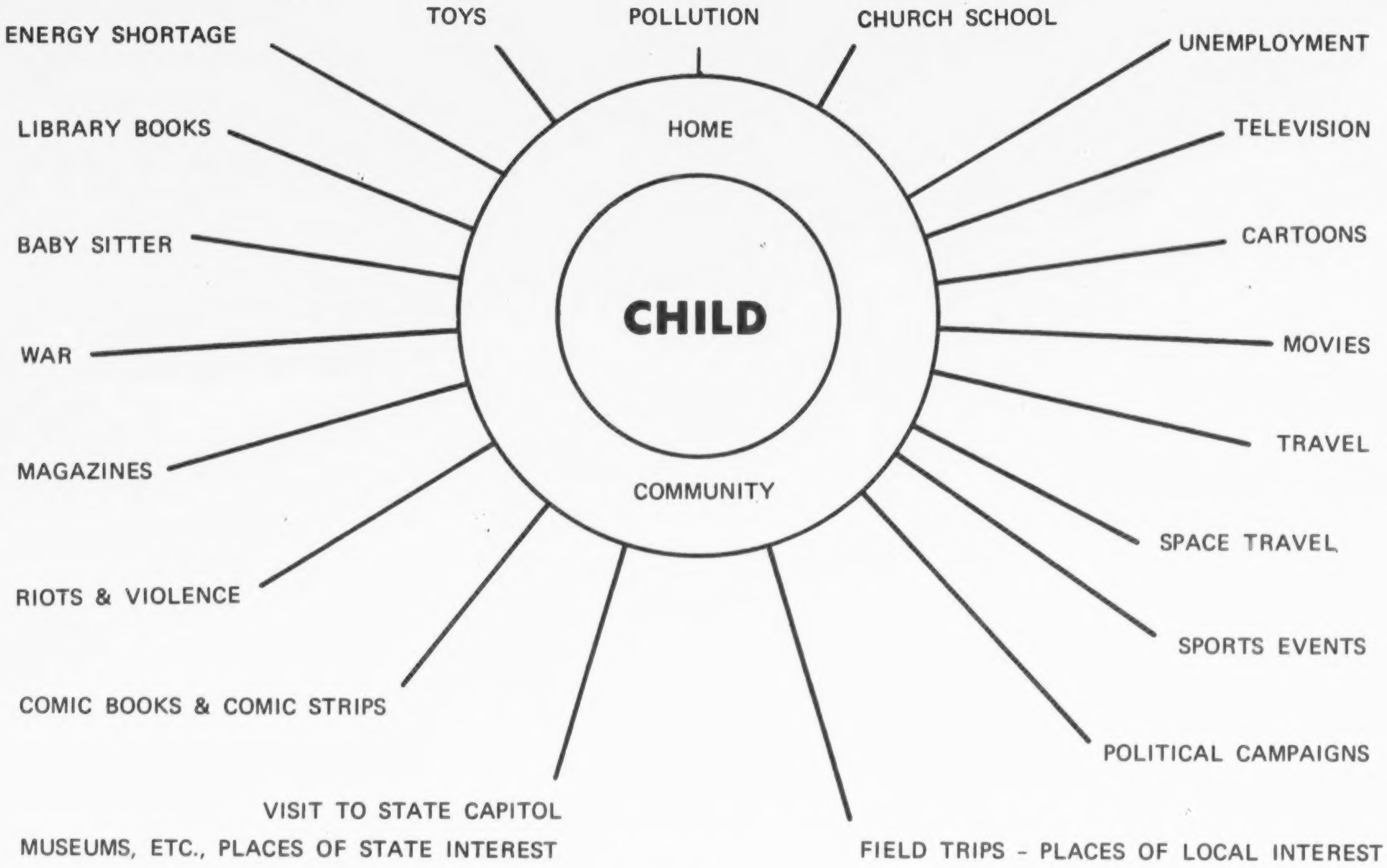
A. Outcomes

The children will:

1. Begin to understand the world and people around them.
2. Take an interest in the people, plants, animals, and world.
3. Enjoy the beauty and usefulness of the world and of man.
4. Use the earth and nature to preserve them.
5. Begin to use the problem-solving approach in life situations in school and at home.
6. Develop a scientific approach to learning through asking *"why"* and trying to find an answer.
7. Use the democratic values in their daily lives.

B. Ways to Learn About the World and People

1. Take field trips. See page 69.
2. Organize learning centers. See page .
3. Invite a resource person to visit with the children, show objects and pictures.
4. Plan together using the problem-solving approach. See page 71.
5. Use audio-visual media; as models, collections, films, filmstrips, objects, books, pictures. Local libraries, schools, museums or people may have these available. Preview before deciding if they are suitable.
6. Talk about incidents that affect children during the day.
    a. Reinforce good relationships (tell a child how good the other one feels because he did - - - - - - -).
    b. Explain reasons for actions (why a safety rule is needed).
7. Observe the natural world – the growth of a plant, habits of animals, children's reactions.


TOYS
POLLUTION
CHURCH SCHOOL
ENERGY SHORTAGE
UNEMPLOYMENT
HOME
LIBRARY BOOKS
TELEVISION
BABY SITTER
CARTOONS
CHILD
WAR
MOVIES
MAGAZINES
TRAVEL
COMMUNITY
SPACE TRAVEL
RIOTS & VIOLENCE
SPORTS EVENTS
COMIC BOOKS & COMIC STRIPS
POLITICAL CAMPAIGNS
VISIT TO STATE CAPITOL
MUSEUMS, ETC., PLACES OF STATE INTEREST
FIELD TRIPS - PLACES OF LOCAL INTEREST

INFLUENCES ON CHILDREN

8. Live the democratic principles at school. See page 71.
9. Discuss the current events that relate to understandings children are developing. Put pictures of current events on the bulletin board.

C. Field Trips

Short field trips give children real experiences. These enlarge their world. They learn new words, feel the lamb's wool, hear the animals' talk, taste the fresh cut hay, smell the factory, and see the environment. They return to school to reconstruct their experiences with blocks, paints, dramatic play, and games. Walking trips can be valuable learning experiences.

1. Planning a Field Trip.
   a. Set the purpose for the trip – the trip should help children understand and experience ideas they are having in school.
   b. Select a site for the field trip.
      (1) Consider the length of time required for the age of children.
      (2) Consider whether they have the background to understand the concepts.
      (3) Consider whether they will have this experience with their parents.
      (4) Consider whether the security of the child will be threatened by leaving school.
   c. Get permission from the principal – folllow school policy.
   d. Get written permission from the parents – use a similar form.* Perhaps a "blanket" permission slip can be developed for the year.
   e. Visit the place before taking the children.
      (1) Note safety hazards.
      (2) Visit with adults who will speak with the children.
      (3) Note particularly the things that will fulfill the purpose of your trip.
   f. Arrange transportation – use the school bus or private cars.
      (1) For private cars, check liability insurance, have an extra adult in each car.
      (2) For 3-year-old children, plan one adult for every two children.
      (3) For 4 to 5-year-old children, plan one adult for every five or six children.

*________________________________ has my permission to go on a field trip away from ________________________________ (Name of School or Center). I understand that these trips will be carefully planned and adequately supervised.

________________ Date

________________________ Parent's Signature

g. Invite parents to assist.
  (1) Select those whose participation does not overstimulate their child.
  (2) Discuss the purpose of the trip, and the standards of behavior.
h. Plan with the children.
  (1) Talk about what they will see and learn.
  (2) Talk about reasons for standards of behavior (listen to adult, sit in the car, wait for the group).
i. Take the trip.
  (1) Count the children before leaving and frequently during the trip.
j. Evaluate the experience – use variety.
  (1) Determine whether your purpose for the trip was accomplished by observing children's free expression, dramatic play, and their comments.

2. Suggestions.
  a. Take pictures.
    (1) Concepts you wish to reinforce.
    (2) Small groups of children on the field trip.
  b. Plan equipment in the interest center to encourage role-playing of the field trip; filmstrips, books, and pictures may be added.
  c. Take a part of the group on the field trip each day until all have participated, if adequate supervision is available for the other children.
  d. Relate as many areas of the program to the experience as fit – language development, number sense, sensory experiences, etc.

D. Learning Through Solving Problems

1. Steps to follow and examples.
  a. Define the problem. – The room is too hot.
  b. Talk about all the ways to solve the problem. – Turn down heat, open windows, go outdoors, go home, etc.
  c. Talk about what would happen if each solution were used. – There will be less heat when the heat is turned down.
  d. Choose the best way to solve the problem. – The room will cool off fast (or too fast) when the windows are opened, etc.
  e. Solve the problem by doing it. – Turn off the heat and go outdoors until it is cooler in the room.

E. Democratic Values are Learned by Living Them

Adults can help children live these values by:

1. Respecting each individual child – accepting him.
2. Giving children freedom in school within limits.

3. Suggesting responsibilities they have toward each other.
4. Arranging for children to learn to work alone and together in small groups.
5. Giving children choices whenever possible.
6. Helping children accept and live by group decisions.
7. Having children share, take turns, and help each other in activities.
8. Being a model of showing consideration for others.
9. Being polite to each other, including "please, thank you, excuse me."
10. Saying nice things about what others have done.

F. Points Adults Need to Remember

1. Consider the differences in children when planning the topics.
    a. They will benefit according to their maturity, interest, and the background experiences they bring to the experience.
2. Plan the sequence for the year in advance.
    a. Select with the knowledge of your children and their interests in mind.
    b. Select according to what is available in your community.
    c. For the three-year-olds, the programs will be mainly home and family relationships, their pets and common plants.
3. Be flexible and change your plans when an unexpected *"happening"* makes a good learning experience.
    a. Examples: watch someone repairing something, new construction, a pet that was brought to school, a resource person who is visiting.
4. Develop new interests as well as expand interests children bring with them.
5. Create a climate that makes **observing** a learning experience.
    a. Children need to talk about what they see and experience, to express their ideas in the arts if they wish, and to ask questions to interpret what they see.

G. Learning Experience to Understand the World[9]

1. Topics are suggested. You will think of others. Select those that have meaning for your group of children. Not all topics will be used each year.
2. The three-year-olds will be mainly concerned with home and family activities. Incidents in the community may also capture the interest of the threes.
3. The World of People – Social Studies
    a. Home and Family Living.
        Roles of father, mother, children.
        Changes in people as they grow.
        Fun the family enjoys together.
        Help family members give each other.
        Reasons family members are cross at times.
        Need for love and help to family and grandparents.

b.	Some Businesses in the Community and the Kind of Work the People do.	Supermarket, department store, drug store, farm or ranch, trucking, construction company, restaurants, barber shop, beauty shop, laundromat, cleaners, shoe repair shop.
c.	Services Available in the Community.	Services for communication – post office, newspaper, telephone, TV repair shop. Services for transportation – garage, gas station, bus, train, and air stations, freight depots, streets. Services for protection – police, fire. Services for the home – water, electricity, sewage, garbage collection. Services for learning – school, library, cultural events, church. Services for health – hospital, public health, clinic, doctor, dentist. Services for recreation – parks, recreation programs, recreation centers, swimming pools.
d.	Our Responsibility to the People and Places in our Community.	Follow the traffic and safety laws. Take care of public property. Stay off private property (lawns, etc.) Be kind and polite to people who serve us.
e.	Our Own Needs are Provided.	Fathers and mothers work. They buy food, clothes, housing. They spend money to keep us healthy, to help us learn, to have fun.
f.	Communities Help Each Other.	What is brought to our community. What our community makes and takes to others.
g.	People are More Alike than Different.	How all people are alike – clothing, language, games, etc. How people like different things – colors, cars, churches, etc.

	How backgrounds of people influence their lives — appreciate and enjoy music, art, foods, traditions of people of different ethnic backgrounds.
h. Patriotic and National Holidays.	Children's birthdays. Halloween, Thanksgiving, Christmas, New Year, Lincoln's and Washington's birthdays, Valentine's Day, Easter, holidays observed by some ethnic groups in your community.
4. The World of Nature — Science	Procedures
a. Animals How they are different get food breathe move use their senses	Arrange to have different animals and insects available for observation during different times of the year. Take trips to see others. Share observations. Have children learn responsibility by caring for animals.
b. Plants How they start to grow grow get food send down roots use light bud and bloom produce seeds are different	Arrange to grow different types of plants. Observe the growth patterns, shapes, size, etc. Keep picture charts of some changes. Compare them. Have children take care of them. Observe plants outdoors.
c. Earth What kinds we can see in our community — rocks land and water soil erosion plants	Take walking trips to places that are examples of earth formations. Relate sensory experiences to the experience. Make a collection of rocks.
d. Sky Why the sun, moon, and air are needed. How man goes into space. Why we hear about pollution.	Observe the sky at different times of the day and in different seasons. Let children experience the effect on themselves of a hot sun, strong wind, etc. Use current events about space and pollution. Plan ways to decrease pollution.

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40
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60

e.	Weather How seasons affect moisture – rain, snow, hail. How clouds are different. Why weather forecasts are given.	Observe weather in different seasons. Watch the different kinds of clouds. Compare the weather forecast with the actual weather.
f.	Solids and Liquids How some solids stay the same. How some solids change. What kinds of liquids we use. How some liquids change.	Show what happens when solids are heated, dropped, hit. Experiment with how liquids can be changed, poured, mixed, measured.
g.	Electricity How it gives us light, heat, and power.	Have older children demonstrate how electricity is made. Talk about how it helps our living, safety habits, conservation habits.
h.	Chemical Changes How rusting, tarnish, cooking and bleaching change things.	Examine things that are rusty, tarnished, cooked, and bleached. Experiment with cleaning off rust and tarnish. Compare the same food – raw and cooked. Eat it raw for a snack one day, and cooked the next. Cook it at school.
i.	Sound How sounds are different in pitch and loudness.	Tap all kinds of objects to discover the differences in sound – wood, metal, paper, glass, etc. Guess what makes a certain sound. Describe the sounds.
j.	Tools and Machinery How to use and respect them. What to remember about – kitchen tools and machines woodworking tools and machines gardening tools and machines big machinery	Visit places where tools and machinery are used. Watch them work. Talk about safety habits. Use some tools at school. Listen to the sounds they make.

How simple machines help us — lever wheel inclined plane pulley	Make the simple machines from blocks or scrap wood to use in school. Older children can help. Observe real ones being used. Talk about how the machine helps man.

H. Science Generalizations Necessary for Safety[10]

1. People and other animals must have air at all times.
    - a. Keep out of chests, refrigerators, or airtight small rooms.
    - b. Keep the neck free from ropes or anything that might squeeze it.
    - c. Keep away from gas or anything else that might prevent getting air to breathe.
    - d. When swimming, put the nose out of water to get breaths of air.
2. Moving cars, tricycles, and other vehicles need time before they can stop.
    - a. Keep out of the way of cars.
    - b. Stop at the curb to look and listen for cars before crossing the street.
3. Ice floats on water.
    - a. It takes days of continued cold weather to make ice thick enough for sliding or skating.
4. Before stepping on a loose rock, thin ice, or other dangerous object, put weight on it carefully, ready to jump back to a safe place.
5. Electricity in a broken power line or in an electric socket can hurt people.
6. Guns should be pointed at targets, not at people.
7. Some plants are poisonous.
    - a. Eat only those plants served at meals.
8. Some animals are poisonous.
    - a. Avoid them and the places they live.
9. Medicine, strong cleaning agents, and poisons are for adults to use.
10. Before eating, wash hands with soap and rinse them well with water.
11. Fire can be controlled by a fine spray of water or chemicals.
12. Storms and other kinds of weather can be predicted.

I. Other Activities

1. Collect pairs of things — one old, the other new. Shoes, crayon, pencil, box of cookies, toy, etc.
    - a. Talk about which came first, how you can decide which one is old, what made it old.
    - b. Sort the items.

2. Collect shoes – one pair each for a man, woman, child, teenager, or from different countries.
    a. Use them to talk about who wears them, what they are made of, how they are made.
    b. Teach size, shape, color, likenesses and differences.
3. Do a cooking activity with a small group. Combine many parts of the program.
    a. Let the children watch you print the recipe.
    b. Have them measure, mix, and cook the food.
    c. Eat it when it is finished.
    d. Have children talk about the ingredients, what they are, where they grew, how they taste separately, what they look like, etc.

    Children are learning language, readiness to read, science, social studies, and numbers.
4. Follow the sequence of a product (food, for example) from the field, to the factory or processing plant, to the store, to the school, to the child's snack.
    a. Talk about the interdependence of many people to make it possible for us to eat the food.
5. Plant a garden of vegetables and flowers.
    a. Involve the children in helping with the planting, watering, hoeing, and picking. Hopefully, the food can be used for snack and lunch time and the flowers to beautify the room.
6. Arrange for fathers to talk to the children about their work.
    a. Have them bring things they use or demonstrate a part of their work.
    b. Visit the place where they work.
    c. Set up a work learning center. Provide real props for occupational role play.
7. Learn about use of symbols and spatial relationships through maps.
    a. Use floor blocks to construct models of the room, school, etc.
    b. Draw a map of the room.
    c. Later draw a map of the school yard, and of a walking trip.
    d. Look at road maps.
8. Compare the life of parents when they were boys and girls and children of today by bringing clothing, toys, pictures of automobiles, and other items of then and now.
    a. Talk about the changes and how these effect our lives.
9. Go on a walking trip.
    a. Have each child collect things from nature for a collage.
    b. Try to identify and compare the items in the collections.
    c. Make the collages.

J. Equipment

Costumes for role playing.

Hats and other equipment representing different occupations.

Blocks and boards

Dolls and doll clothes of all ethnic groups.

Dolls of a family and community workers.

Camera

Farm set and city set.

Cash register

Transportation toys — such as wooden airplane, ambulance, boat, car, crane, dump truck, fire truck, police car, truck.

Hose — about 3 feet.

Animals — wooden or rubber.

Cage for animals (removable bottom) and jars for insects

Animals to observe: turtle, toad, frog, flies, worm, fish, rabbit, gerbil, bird, guinea pig, hamster, duck, chicken.

Jars, cups, and containers for plants.

Plants to grow: beans, lima beans, mustard, radishes, grass, leafy plants as coleus, sweet potato in jar, carrot and beets cut to 1 inch with leaves.

Nature items children bring — shells, stones, seeds, leaves, bark from tree, wood, cocoon, insects, bird nest.

Garden tools

Globe

Maps

Locks and keys

Compass

Magnifier — one on stand preferred.

Magnifying glass

Magnets (bar, U) and a collection of things that will stick and some that will not.

Seeds and bulbs

Aquarium — filter and pump desirable.

Terrarium

Thermometers — indoor, outdoor.

Watering can

Access to incubator.

Balance scale

Plumber pipes

Electric bells and batteries.

Worn-out clock and other used items to take apart and put together.

Tape recorder.

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Learning Experiences —

The Expressive Arts

LEARNING EXPERIENCES – THE EXPRESSIVE ARTS

Children have many ideas and feelings to express. They are creative when they can express them freely in **their own way**. The expressive arts as used in this publication are music, art, creative dramatics, and movement exploration. All of the arts should give each child a chance to develop self-awareness through expressing himself in a way that is satisfying to him.

A. Experiences that Encourage Creativity

1. A child who is free to touch, observe, explore, discover, form and invent will likewise be spontaneous in expressing his curiosity, imagination, and independence.
2. A child who sees a creative teacher – one who is **open** and **flexible**, will *"catch"* the spirit of self-expression.
3. A child who experiments often with materials and movement, will develop a basic understanding of the qualities of the material or movement and will see new avenues for creative adventure.
4. A child who is guided to discover a solution to a problem, rather than being told, will be more apt to remember because of the thrill of discovery and creation.
5. A child whose work and efforts are accepted warmly, regardless of the result, will be stimulated to express other ideas in ways new to him.
6. A child who works in an informal relaxed atmosphere will feel freer to express how he feels.

B. Creative Areas and Activities

The zone areas and daily activities may be evaluated with the following guidelines. Each area of activity:

–stimulates observation and self-expression
–helps meet basic needs
    recognition
    security
    new experiences - discovery
–builds self-confidence
–provides an emotional outlet
–provides enjoyment at any age

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Music

Music and rhythm are part of many daily activities. Children sing while playing, hum as they work, and beat out rhythms. A varied program gives children an opportunity to sing, listen, move with the music, and create their own music. The adult, who observes that children are losing interest in a group music activity, will discontinue it.

A. Outcomes

1. Enjoys singing simple songs.
2. Enjoys listening to different kinds of music.
3. Moves rhythmically.
4. Creates songs and rhythms.
5. Uses music spontaneously many times during the day.

B. Music Developmental Sequence

From	To
1. Listening to others	Singing with others and alone.
2. Listening incidentally	Listening for a longer period of time; identifying instruments, volume and rhythm, and responding to music.
3. Making random movements	Adjusting bodily movements to music.
4. Creating sounds as he plays	Making up a song individually or in a group

C. Singing

1. Introducing Songs.
    a. Expose the children to the song by singing it on different days as they listen.

b. Sing the song slowly and distinctly.

c. Gradually children will *"chime in"* on parts of the song, and then will join in singing the entire song.

d. Let the children sing the song without the adult, when they know it.

e. Children may respond with bodily movement or with an instrument.

f. Children may suggest substituting other words.

g. Singing on pitch may be encouraged by calling children by their names, using a simple music pattern.

h. A child may ask to sing the song alone.

2. Selecting songs.
   a. The topic and words should make sense to the children. Children like folk songs, nursery rhymes, songs about themselves, things around them, and songs that use their names.
   b. Begin with short simple songs and gradually increase the difficulty.
   c. Melody lines are simple and singable.
   d. Songs will have a marked regular rhythm.
   e. The child's voice range seems to be most comfortable between middle D and the octave above it.
3. Working with children.
   a. Set up a learning center for music and include this area on the choice board. See page 92 for suggested equipment.
   b. Work with a small group of interested children and at times encourage all children to participate.
   c. Encourage children to participate in music activities but do not insist on it.
   d. Have a relaxed, pleasant atmosphere so the children experience a happy music time.
   e. Be alert to creative efforts and repeat them for the children later in the day.
   f. Provide time for children to choose and enjoy the music they have learned.
   g. Accept each child's level of achievement as his best effort.
   h. Encourage voices that are light and not too loud.

D. Listening

Small children should be *"involved"* in every possible appropriate way as they listen. They are not *"quiet and still"* audiences by preference or nature. They learn listening by *"doing."*

1. Ways to involve very young listeners:
   Rise and fall of melody and phrases can be shown by arm movements. "Tipping" (fingers touching rhythmically) gives the feel of rhythm and accent.

Classroom instruments can *"point up"* recurring melodic and rhythmic patterns.
Melodies can be sung or hummed.
The mood may be dramatized.

2. Introducing music for listening.
   Give the children a purpose for listening.
   a. May be a story or picture suggested by the music.
   b. May be an outstanding characteristic, as –
      an instrument
      strong accent
      melody that is repeated
      high-low
      loud-soft
      fast-slow

   c. May suggest an expression.
      painting
      poem or story
      movement or dance
      dramatization
   d. Listen to the selection.
   e. Provide an opportunity to *"make a friend"* of the selection by hearing it often.
3. Ways to stimulate listening.
   a. Help children understand and enjoy music.
   b. Make children conscious of differences in sounds.
   c. Use recordings and *"live"* music (children, teenagers, and people from the community).
   d. Select music that you enjoy.
   e. Plan short listening periods when a group of children is in the mood.
   f. Have recordings available in the music center during free choice activities.
   g. Use as many senses as possible in enjoying the music.

E. Responding Rhythmically

1. Preparing for group rhythms. It is best to work with a small group of children.
   a. Check room for temperature and fresh air.
   b. Have ample floor space, remove distracting objects.
   c. Have all properties ready, including an instrument to accompany rhythms.
   d. Plan for a time when children are rested.
2. Remembering ground rules (large and small groups.)
   a. Find a spot that will not interfere with another child.
   b. Movement stops when the music stops.

3. Enjoying rhythms together.
    a. Children will have many experiences with free movement and music.
    b. Follow the children's moods and patterns with rhythm.
    c. Observe rhythm patterns in painting, hammering, block-building, etc.
    d. Play these rhythm patterns.
    e. When the children who are interested have gathered, explain where the rhythms come from.
    f. Play strongly accented four-four time music. Some children will respond. Encourage others to respond.
    g. Children may suggest other movements to the same rhythm (walk, tap feet, swing arms, etc.). Accompany with music.
    h. Repeat the rhythm without the music (clapping, for example).
    i. Substitute rhythm instruments for bodily movements.
    j. Children may create their own rhythms, repeated by the group.
    k. Children may suggest adding bodily or instrumental movement to familiar songs.
4. Basic movements.
    a. Suggest movements that children have not used.
    b. Use a variety of movements, using different parts of the body.
    c. Movement through space – walk, run, march, tiptoe, skip, gallop, leap.
    d. Movement in one place – rock, sway, bend.
    e. Movement using hands and feet – clap, slap thighs or knees, stamp feet on floor, snap fingers.
    f. Vocal sounds – grunt, click, hiss, speech patterns.
5. Changing basic movement.

    Movement can be changed by the suggestions that follow. A walk may be slow or fast, backward or forward, or heavy or light. Many combinations of these qualities are possible.

    Movement may be:
        fast or slow
        heavy or light
        toward a particular spot or area
        high (tiptoe) or low (crouched on floor)
        backward, forward, or sideways
        smooth and low, jerky, limp or floppy
        moving in straight lines, slanting lines, squares, or circles

F. Creating Music and Rhythms

Adults pick up one-line original songs or simple rhythms that children create in their play, and repeat these to the children. Recognition of these creative efforts will encourage more

experimentation. Children will also suggest different words to music, or different music to words, or different rhythm patterns. If these suggestions are accepted with approval, children will be encouraged to make other suggestions. A climate of acceptance and approval motivates creativity.

G. **Equipment**

1. Phonograph (spring-mounted, portable, three speeds, headphone jack).
2. Records — a large variety including the kindergarten albums from the music series adopted by the school district.
3. Keyboard instrument.
    a. Piano and bench or miniature portable organ, or other accompaniment instrument.
    b. Tone bars, bells, or xylophone for experiments.
    c. Scale of bottles of water or pipe lengths tied to a rod may be used.
4. Autoharp or access to a guitar.
5. Rhythm instruments.

    Bells, cymbals, jingle clog, maracas, drums, sand block, tambourines, tom-tom, wood block, triangles, sticks

    a. Select instruments for pleasant tone and durability.
    b. Preferred mallet tips are padded or made of rubber or lambswool.
    c. Scarves, hoops, crepe paper streamers — to encourage free feeling of rhythmic movement.

Rhythm Instruments

conga drums, bongos
cymbals, finger cymbals
jingle clogs
maracas
rhythm sticks
sand blocks
snare drum
tambourines
tom-tom
tone blocks
wood blocks
triangle

Homemade Instruments

oatmeal boxes
pie tins, lids, etc.
bottle caps loosely nailed to a stick

small cans filled with gravel
18-inch lengths of doweling, serrated
sandpaper on blocks of wood
washboard
pie tins with bottle caps attached
large can with stretched rubber cover
resonant blocks of wood or metal
large nail suspended on string

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Art

Young children have many thoughts and ideas. Helen Heffernan tells us that children will express these ideas if they have a chance to experiment with a variety of art media, and if they work in a physical and social environment that accepts their art. The adult who accepts the child's efforts, who recognizes his level of development, and who does not set adult standards for the child's art, will free the child to grow in how he expresses his view of the world through art.

A. Outcomes

Children will:

1. Know how to use art media.
2. Enjoy experimenting with art media.
3. Be sensitive to things they feel, see, hear, taste, smell.
4. Develop large muscles and small muscles.

5. Like to *"read"* the story or the mood shown in pictures.
6. Create imaginative art work.

B. Developmental Sequence

From (1) manipulation and experimentation to (2) symbolism to (3) representation.

Manipulation	1.	Child will scribble and explore through muscular activity and his senses.
Symbolism	2.	Child will make circular shapes and other forms, develop some motor control, and will tell stories about the forms.
Representation	3.	Child will create forms that represent his view of the world.

C. Role of the Adult

The adult will–

1. Have the Art Center available daily.
2. Allow the children to choose the **media** or activity, to choose **what** they want to create, and **how** they wish to make it.
3. Work with a small group of children when involved in a messy activity that requires supervision while other children are engaged in activities they can do without supervision.
4. Give children time, space, and materials to explore and experiment with all of their senses (hear, feel, taste, see, smell).
5. Show children the routines of getting ready to use the media, and of cleaning up and putting everything in its place.
6. Know that many children are working on the first two developmental levels.
7. Interpret the child's developmental level to the parents.
8. Know that the value is in the process of creating rather than in the finished product.

D. Basic Checkpoints in Evaluating Children's Art Growth As Seen in Children's Pictures[11]

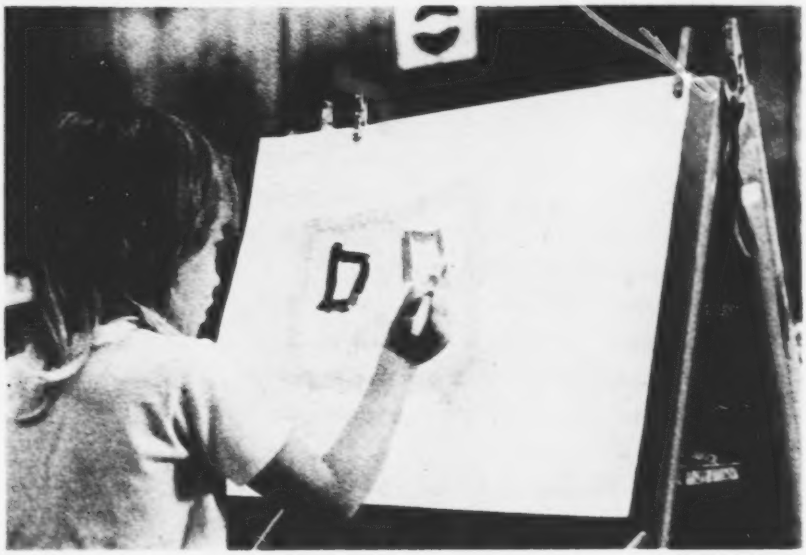
1. Age: 2–4

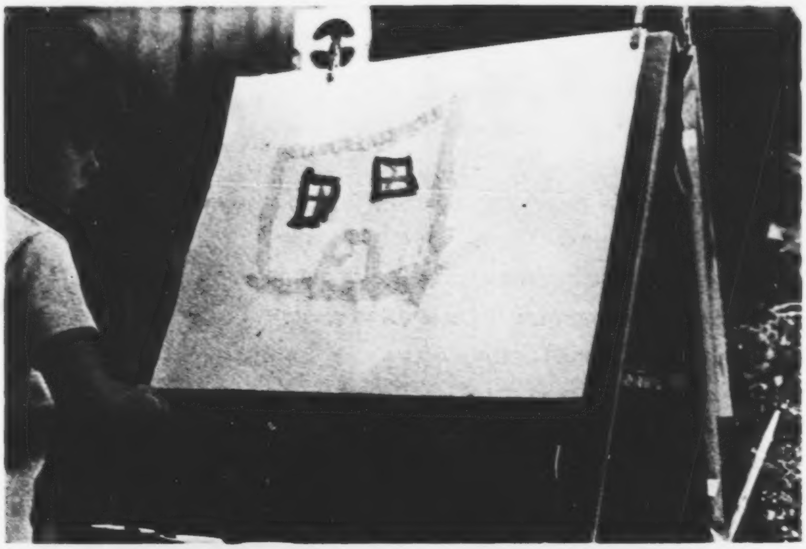
   Stage: Scribbling

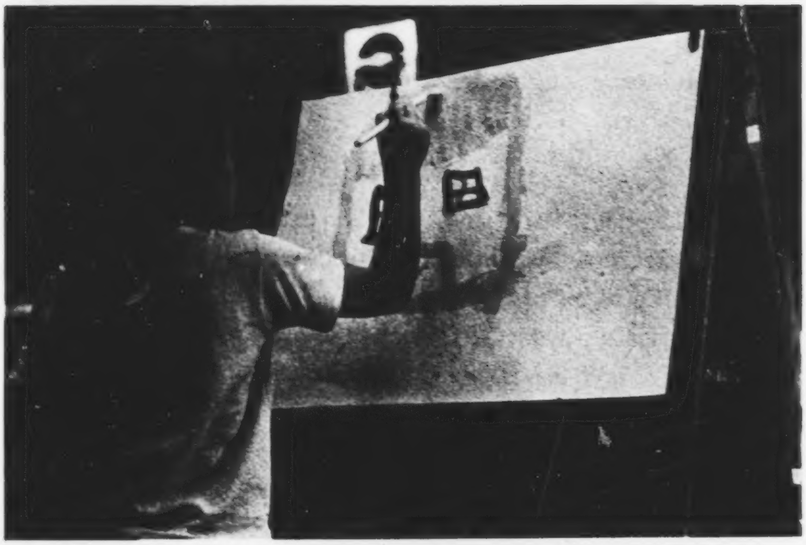
   Signs of Art Growth:

   a. Does the child follow typical scribbling sequences as described in this chapter?

   b. Does the child enjoy scribbling?







    c. Are the scribbles vigorous and forceful?
    (This indicates emotional and physical growth.)
    d. Are the lines distributed over the entire paper?
    (This indicates emotional and aesthetic growth.)
    e. Does the child work independently?
    (This means he is more creative.)
    f Can the child control his motions?
    (This indicates muscular coordination.)
    g. Do the lines change in intensity and direction?
    (This indicates flexibility.)
    h. Does the child concentrate when he scribbles?

2. Age: 4–8
   Stage: Symbol
   Signs of Art Growth:
    a. Does the child draw simple, geometric figures?
    b. Does he exaggerate important parts?
    c Do his drawings indicate many details?
    (nostrils, eyelashes, fingers, toes, etc.)
    d. Is there evidence of improvement in his images for figures, trees, houses, flowers and animals?
    e. Is the drawing distributed over the whole paper?
    f. Does the child employ decoration in his work?
    g. Is there evidence of balance?
    h. Does the child use many colors?
    i. Does he use more than one value of the same color?
    j. Are distant objects drawn smaller?
    k. Does the child work carefully?
    l. Does he finish his work?
    m. Does the work indicate original ideas?
    n. Is the child imaginative?
    o. Does the child indicate textures by making contrasting surface treatments?

E. Appreciation of Art

1. A young child enjoys looking at objects and handling them.
2. He enjoys and reads a picture before he reads words.
3. Interest is indicated by:
    a. A comment or a return to the object or picture.
    b. Bringing colored leaves, flowers, and stones.

4. The adult can stimulate sensitivity to beauty by:
   - a. Approving with a smile or comment what a child brings.
   - b. Permitting the child to decide what is pleasing to him.
   - c. Having beauty in the room — pictures, objects, nature.

F. Checkpoints for the Teacher[12]

Good art teaching is most dependent on the strength of those who teach it. At the classroom level this includes both teachers and parents. It is primarily a matter of providing a variety of materials and the freedom and time to use them creatively. Here are some suggestions to help those who are beginning to provide art experiences for children.

Suggested Do's:

1. Encourage the child always to do his own work.
2. Exhibit all the children's work. Do not favor the *"talented ones."*
3. Teach the child to be independent.
4. Encourage the children to be original and inventive.
5. Encourage the children always to finish their work.
6. Encourage the children to talk about their work.
7. Provide ample time and opportunity to engage in art every day.
8. Encourage children to be observant and aware.
9. Teach children to care for materials.
10. Teach children to concentrate on their thinking and feeling.
11. Encourage children to be imaginative.
12. Encourage children to experiment with materials.
13. Encourage the child to think in new directions.

Suggested Don'ts:

1. Do not teach indoctrinary techniques which force all children to do the exact same thing.
2. **Do not use pattern books, dittos or hectographed materials.**
3. Do not express fears about attempting original work.
4. Do not create the notion that art is busy work or *"playtime."*
5. Do not use imitative methods such as copying, tracing.
6. Do not impose adult standards on the child.
7. Do not expect children always to do beautiful pictures.
8. Do not compare children's art work.
9. Do not be overly critical of children's art work. Mistakes are a necessary part of learning.
10. Do not discriminate by favoring certain children.
11. Do not use the same materials repeatedly.
12. Do not use only one size paper.
13. Do not limit art opportunities to occasional fill-ins on the schedule.

G. Art Activities

Activity	Media and Material	Procedures
Painting	Tempera, fingerpaint, water, sand, watercolor, soap.	Mix about 2 parts dry paint and one water. Fill the container 1/3 full. Two or three colors are provided at a time for younger children. Free expression.
Drawing	Crayon, felt pen (washable), chalk, charcoal, jumbo pastels.	Free exploration with large materials and large movements. No requirements for coloring within lines.
Modeling	Clay (plasticene and hardening), play dough, snow, moist sand, salt dough, sawdust and wheat paste. Toys for sand play.	Experimentation with form. Shape with hands, pull and push clay for legs, heads, etc. May use rollers, flat sticks, or cookie cutters but direct manipulation is most valuable. May paint hardening clay. Children do not need models.
Pasting, Cutting, Tearing	Commercial or homemade paste, scissors that cut, variety of kinds of paper, collage materials.	Demonstrate the concept of why and how to paste, cut and tear. Provide time for children to cut or draw and cut, tear and paste their figures on a background, in a box, lid, etc.
Printing	Objects that have interesting shapes when cut or sliced – carrots, green peppers, potatoes, lemons, sponge, cardboard strips, keys, spools, sticks, etc. Tempera paint pad. Paper on which to print.	Make a stamp pad soaking several layers of paper towels or heavy cloth in a container with thick tempera paint. Dip object in paint. Print on paper or old sheets. Make design using different shapes and colors.

Activity	Media and Material	Procedures
Sculpturing	Bases for 3-dimensional figures are potatoes, plasticine clay, play-doh, soap. small boxes, styrofoam. Use straws, toothpicks, wire, yarn, pipe cleaners, paper, nut cups to attach to base.	Children may select a base and any kinds of objects to attach. They may need help in figuring out how to attach objects. Children may make anything they wish. Plastic-coated wire can be twisted into shapes and attached to a base. Children may use colored paper strips to make 3-dimensional figures.
Constructing with wood	Woodworking bench, vise, nails, hammer, saw, screwdriver, pieces of inner tube, spools, etc., soft wood scraps, such as pine.	Demonstrate safe use of tools. Supervise closely. Work with one or two children at a time.
Constructing with blocks	Large hollow blocks — wood or plastic. Unit floor blocks. Various construction sets of wood and plastic.	Provide space to build — structures become more elaborate as children develop. Allow structure to remain when desired.
Creating with flannel board	Flannel boards. Assorted figures of felt or flannel in many colors — geometric shapes, fruit, animals, other objects.	Place flannelboard on child's level. Children arrange shapes as desired.
Playing with water	Water table or galvinized tin tub, plastic aprons, large paint brushes, buckets, utensils for pouring and objects for floating, squeezing, measuring and siphoning.	Paint sidewalk, boards, side of a building. Squeeze or wash sponges and cloth. Pour from one container to another. Beat soap suds with beater. Float objects on water. Add food coloring to water for visibility and experimenting with colors.

H. Ideas to Try

1. Painting
   a. Children who stand up to paint have greater freedom of motion.
   b. Store brushes flat in a box or stand them on the wooden ends.
   c. Take the painting easels outdoors in good weather.
   d. Paint on colored paper. Try painting on wet paper.
   e. Add real materials to a picture — twigs, cloth, yarn, etc.
   f. Use a wash (thin paint) to fill in the large spaces on crayon pictures.
   g. Blend two colors of fingerpaint in certain areas to produce an interesting color effect.
   h. Let children take an old wide paint brush and a can of water and paint the sidewalk, fence or building.
   i. Let children play with water in a tub and plastic bottles. Pour in a little liquid soap and provide an egg beater.
2. Drawing
   a. Use a circle, square, or rectangle as the beginning shape for a picture.
   b. Go outdoors to draw. Tape paper to cardboard for drawing board.
   c. Draw and cut a shape out of heavy paper. Hide it underneath a piece of newsprint. Using the flat side of a crayon, press and rub over the shape. The shape will appear on the paper.
   d. Place newsprint over different textures and rub the flat side of the crayon over the texture. Compare the different shapes.
   e. Draw a picture with a combination of crayon and chalk.
   f. Use chalk on wet paper bags.
3. Pasting, Cutting, Tearing
   a. Cut or tear shapes for a picture. Arrange in different ways on a background. Overlap some of the shapes. Paste to the background.
   b. Use a combination of papers for a picture; such as foil, tissue, and wrapping paper.
   c. Save scrap colored paper in a box for art activities.
   d. Make a scrapbook from construction paper, secured with yarn or ribbon. You can show the child how to paste or glue magazine cutouts, pictures, paper dolls, cards, free-form swatches of material, cut out letters, flowers or any other suitable item.
   e. Make a picture by arranging and pasting torn pieces of colored paper.
   f. Use cloth for one part of a picture.
   g. Arrange torn pieces of tissue paper (or leaves, grasses) on a piece of wax paper. Cover with another piece of wax paper. Cover with cardboard. Iron with a hot iron to finish the picture.
   h. Make a cut-out picture of construction paper, pasted on white drawing paper. Cover with a piece of colored tissue paper.

4. Sculpture
   - a. Let children cut, paste, and fold colored strips of construction paper to make creative forms. Strips should be no smaller than 9" x 1".
   - b. Make a paper sack puppet by painting a face on the bottom and stuffing it half full of crushed newspaper. Tie the bottom of the sack.
   - c. Put sticks, wire, toothpicks, etc., into a lump of clay to make an abstract 3-dimensional arrangement.
   - d. Use crushed tissue paper, paper napkins, or face tissue to make the flowers on a picture. Touch the edge of the paper with tempera paint.
   - e. Use paper sacks. Mask: Cut out eyes and mouth; paste on paper to form hair. Puppet: small sack that fits over the hand. Add a face. Hat: paste or color to decorate hat.
   - f. Collage - Have a wide assortment of materials of various textures.[13]
     - (1) Some that are easily obtainable are:

       Soft: cotton batting, flannel, yarn, cotton roving, sponge rubber, gum eraser, felt.

       Hard: tongue depressors, wire, wood, shells, scrap metal.

       Rough: corrugated cardboard, crumpled tissue paper (or aluminum foil), broken tongue depressors, twigs, sandpaper, bits of dry sponge, coarse string, wire screening.

       Smooth: aluminum foil, smooth cloth, sandpapered wood, plastic, shiny paper, scrap metal.

       Spread them out on a table or counter so that children may choose what they need.
     - (2) Have both paste and glue available. Paste is easier to use with paper or cloth, but will not hold such things as wood or shells. A stapler would be handy to have to attach wire or twigs.
     - (3) Work large — 12 x 18 paper for the background is a good size.
     - (4) Begin collage with materials that form a large mass (cloth, paper, foil), then add the line materials (yarn, wire, twigs) and the tiny items. This builds up a background on which the smaller items may be placed.
     - (5) Allow children to get more materials or return extras as the case may be.
     - (6) No pencils! Let the materials create their own patterns without any preliminary drawing.
     - (7) For variation, create a **color** collage or use a variety of papers having different **textures**.
     - (8) Oiled Tissue Collage — Materials: corn oil, tissue paper (different colors), small brush, wax paper. Cut bright color tissue paper into small pieces, any shape. Put tissue paper on wax paper then brush on with oil. Paper will stick to wax paper like glue.

I. Recipes

Fixative

1. Chalk:
   - a. Glue thinned with water to the consistency of milk.
   - b. Use one part shellac with two parts denatured alcohol.
2. Chalk, pastello, and charcoal:
   - a. Gum arabic, thin with water until consistency of thin mucilage. Spray – repeat twice.
   - b. Powdered milk mixed with water may be sprayed.
3. Modeling Dough

   6 cups flour
   3 cups salt
   3 tablespoons powdered alum
   1 cup boiling water
   1 tablespoon salad oil

   Add boiling water to dry ingredients and stir until mixed. Add salad oil and knead. Store in a covered container. For color add food coloring. Makes enough for five children.
4. Sawdust

   4 cups sawdust
   2 cups wheat flour
   1 cup water

   Produces a very pliable media – used like dough but not as firm a consistency. (Liquid starch – mixed with sawdust and powdered paint or with tissue paper.) Shredded newspaper may be substituted for sawdust.
5. Wheat-paste Mixture

   2 cups wheat flour
   3½ cups cold water
6. Sugar dough

   1 tablespoon water
   2 tablespoons sugar
   3 tablespoons flour
   Add vegetable coloring
7. Do-It-Yourself Clay – Safe for children.

   2 cups baking soda
   1 cup Argo cornstarch
   1¼ cups water

   Mix cornstarch and baking soda, add water, mix. Bring to a boil stirring constantly. Thicken to consistency of mashed potatoes. Place wet rag over while it cools slightly. Form clay into shapes. Let dry 36 hours. Color with paint or magic marker and coat with shellac or nail polish (if desired).
8. Flour and Salt

   1 part salt
   3 parts flour
   ¼ part water

   Mix: Store in covered jar or plastic bag in refrigerator. Keeps 3 to 4 days.

9. Cornstarch and Salt

   ½ cup cornstarch
   1 cup salt

   Add ½ cup water and bring to boil, stirring constantly. Cool, (may knead in vegetable color) wrap in wax paper, store in cool place. Hardens enough to make usable pans.

Painting

10. Finger Paint

    a. Mix wheat paste (ordinary wallpaper paste which does not contain insecticide) into slightly warm water, stir; put in individual containers – add pigment (wet or dry) to each.

    b. 1 cup liquid starch (Bright Sail works best)
       6 cups water
       ½ cup soap chips

       Dissolve soap chips in water until not lumpy. Mix well with starch. Pour into jars and cover; store in a cool place.

    c. Use soap powder; add water and whip. Add color (tempera or food colors) and mix well. Cheap and no trouble.

    d. Liquid starch fingerpaint – Pour liquid starch (obtainable in grocery stores) on painting surface. Add a few drops of liquid detergent. Sprinkle starch with powdered tempera from a salt shaker. Let child mix these ingredients as he begins to "hand paint."

    e. Flour and salt fingerpaint. (uncooked)

       1 cup flour
       1½ teaspooon salt
       1 cup water

       Mix flour and salt, add water. This has a grainy quality unlike other fingerpaints, providing a different sensory experience.

       Suggestions

       (1) Fasten oil cloth or heavy plastic over a tabletop or fingerpaint directly on plastic top tables. Paint will wash off easily.
       (2) By placing a paper over the "finger paint design" and pressing it lightly a print can be obtained.
       (3) Smocks are essential.
       (4) When using paper, use heavy paper with glossy side. (Shelf paper can be cut and used.) Put child's name on dull side. Dip paper into a pan of water or dampen it with a wet sponge. Place on flat surface, smooth it out until paper almost "glued" to table top – put fingerprint in center.

11. Sand painting (or salt painting)

    sand or salt
    powdered tempera paint
    glue (Elmer's works best)
    paper

    Color sand or salt by mixing with powder tempera paint. Children put glue on paper and sprinkle salt or sand mixture on the glue. The colored salt or sand will adhere only to glued or pasted area of paper. Shake off salt or sand when dry.

12. Soap Painting

    Fill small dishes with soap powder. Add a little powdered paint and water. Mix thoroughly until it has a medium texture (not too stiff nor too soft.) Children apply to various kinds of paper with fingers or brushes.

    a. Soap Suds Fun — 4 pints soap flakes to 1 pint water. Beat with beater till fluffy. Let children paint with it on paper (designs). Drys when it hardens.
    b. Soap painting — 1 cup powdered soap flakes, ½ cup water (more if you want it thinner). Beat till it is very thick. Let children paint with this on colored paper or glossy magazine pages.

13. Paste

    1 tbsp. powdered alum
    1 cup flour
    1½ pts. boiling water
    Few drops oil of cloves

    Mix flour and alum in cold water. Add boiling water and cook for two minutes. Add few drops of oil of cloves.[14]

J. Equipment and Materials Used Most Frequently

Paper

- Plain newsprint in assorted colors
    - Newspaper, want ads newspaper for painting
    - 18" x 24" is used most frequently
    - Have available 12" x 18" and 9" x 12"

Aluminum foil
Stocking box paper
Wall-paper books
Meat store paper
Old newspaper
Used holiday wrapping paper
Paper bags
Magazines for color and designs
Tissue paper from department store
Waxed paper

Shelf paper or finger paint paper
Butcher paper
Manila paper, 18" x 24"
    12" x 18", 9" x 12"
Construction paper
    18" x 24", 12" x 18"
Heavy white paper
Throw-away papers you can salvage
    Printer's and newspaper's scrap paper

Drawing	Large crayons – good wax texture, non-toxic, 8 basic colors Large chalk – white and colored Felt-tip markers – washable
Painting	Powdered tempera or liquid tempera paint – non-toxic, 8 basic colors Plastic containers, small juice cans, or paper cartons for paint
Easels	Large flat brushes 12" handles, 2" and 1½" wide bristles Aprons – man's old shirt with sleeves cut off, or plastic aprons, or terry cloth smocks Sponges for sponge painting
Modeling	Plasticene clay, hardening clay (dry or mixed) Plastic sheets or cardboard on which to work See recipes for other modeling mixtures
Pasting, Cutting, Tearing	Scissors that cut – blunt and semi-pointed, several left-handed scissors Paste – ordinary commercial paper paste dispensed in individual containers; white all-purpose glue for wood, three-dimensional construction work, and collages Materials for collages – boxes, pieces of cloth, ribbons cotton, feathers, string, leaves, scraps of colored paper, yarn, seeds, noodle products, etc.
Woodworking	Carpenter's workbench with 3" or 5" C–clamps; or sturdy wooden table on casters with C–clamps, or workhorse Hammer – 12 oz. to 14 oz. weight Nails – roofing or four penny box nails Sandpaper, fine Saw, 12" crosscut Screwdriver Wood – scraps, balsa squares, soft mill ends

K. Scrap Materials for Art[15]

Close By

At Home
- coathangers
- plastic bags
- clothespins
- paper bags
- spools
- boxes
- buttons
- fabric
- socks
- newspapers
- magazines
- egg cartons
- cereal boxes
- jar lids and rubbers
- toothpicks
- candles
- gift paper
- ribbon, yarn, string
- foil pans
- plastic bottles
- plastic dishpans, pails, laundry baskets, dishes, forks, knives, spoons
- pot and pan scrubbers
- records
- paper plates and cups
- napkins
- paper towels
- light bulbs

At School
- bottle caps
- chalk, pencil, crayon stubs
- paper scraps (paper cutter and made by the punch)
- straws
- eggshells (cafeteria)
- wood (from school shop

On the Farm
- twine
- burlap
- seeds
- corn husks, stalks, cobs
- straw and hay
- feathers

Downtown

Restaurant
- large tin cans
- ice-cream containers
- dixie-cup spoons
- cardboard butter pats
- jelly holders
- wooden paddles

Shoe Repair Shop
- leather scraps

Grocery Store
- cartons
- crates
- cardboard dividers for eggs and fruit
- packing materials
- price markers

Interior Decorating Shops
- wallpaper sample books
- paint cards
- rug samples
- linoleum and tile samples

Florist
- ribbon
- sticks
- broken pots
- paper

Photography Shop
- flash bulbs
- negatives
- exposed film and paper
- black paper
- film spools
- film cans
- flat boxes

Furniture Store
- large cardboard cartons
- large crates

TV Repair Store
- tubes
- old TV chassis
- wire

Garage
- oil cans
- inner tubes
- anti-freeze cans

Lumberyard (for Scraps)
- plasterboard
- ceiling blocks
- sandpaper
- flooring
- wiring
- insulation
- screening
- molding

- shingles
- weather stripping
- tar paper
- felt paper
- siding
- asbestos
- nails, tacks, screws

Nature

Field and Woods
- sticks
- stones
- ferns
- leaves and seeds
- burdocks
- milkweed
- goldenrod
- cattails
- flowers
- chestnuts
- acorns
- pine cones
- natural clay
- thistles
- maple wings

On the Beach
- sand
- shells
- dry seaweed
- starfish
- sea urchins
- pebbles
- driftwood
- seagrass

Industry

Printing Plant
- leftover ink
- metal plates
- broken type
- paper

Shoe Factory
- leather
- lacing

Knitting Mill
- cones from thread
- tangled thread
- pieces of fabric

Clothing Factory
- cloth scraps
- wooden spools
- packing material

Furniture Manufacturing Plant
- glue
- foam rubber
- cotton and jute padding

Lumber Mill
- shavings
- sawdust
- bark from slabs
- scraps of wood

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Creative Dramatics

Children can learn about themselves, people, and the world about them through acting out their experiences. They add spontaneous dialogue while they *"act out"* an experience or a story. Words are not memorized. Children put their feelings into creative actions and into words in their own way. Each child expresses himself in **his way** and at **his level** of thinking. Various types of puppets, simple objects, and music accompaniment may be used in dramatic activities.

Dramatic activities are usually small group activities. Dramatic play often involves a part of the group while the other children are engaged with materials from other interest centers in a self-directed activity. The individual child has a choice as to whether or not he wishes to participate in these activities.

The purpose of creative dramatics is to give meaning to feelings and ideas through self-expression and **not** to perform for an audience. It is a **shared** experience.

A. Outcomes

The children will:

1. Express experiences and ideas through action and words.
2. Be confident that their ideas will be accepted.
3. Begin to understand the roles of the adults and the ideas they act out.
4. Progress in speaking, listening, and acting.

B. Dramatization

1. Children interpret the actions suggested by the words. They have the freedom to use the actions and words that have meaning to them in interpreting stories, poems, and songs.
2. The adults will have a collection of simple properties to add to the activity. Tapes and records of stories, poems, and songs can be available for small groups of children.

The ideas which follow are suggestive. The adults will use many other ideas especially those from children. The pantomime (mimetics) is a good beginning activity because only one skill is required – movement.

3. Pantomime[16]

Subject	**Activity**	**Condition to suggest feeling or interpretation**
Animals:	elephants walking	–in a circus parade
	rabbits hopping	–hiding Easter eggs
	birds flying	–in spring sunshine
	cats stalking	–a mouse
	chickens pecking	–looking for breakfast
	horses galloping	–in a race
	frogs jumping	–to escape a boy who is trying to catch them
	snakes slithering	–silently in the grass
	monkeys playing	–for the people at a zoo
	salmon swimming	–upstream
Working:	climbing a ladder	–to put out a fire
	sawing a tree	–for Christmas
	chopping wood	–for a beach campfire
	digging	–to find clams
	loading a truck	–with toys for poor children
Helping at home:	mowing the lawn	–to make the yard prettier
	sweeping the house	–before company comes
	painting a wall	–clean, bright yellow
	ironing	–a party dress
	climbing the stairs	–to bed
Fun:	pulling a sled	–over the snow
	swimming	–on a cold day
	rowing a boat	–to a good fishing spot

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	doing a trick	—for Daddy
	riding a tricycle	—to explore the neighborhood
	hiking up a mountain	—to see the sun rise
	skating	—up a steep hill
	ice skating	—on a slippery pond
	jumping rope	—in trick ways
Vehicles:	jet planes taking off	—at the airport
	boats rocking	—on a rough bay
	freight trains chugging	—up a mountain track
	space ships orbiting	—around the moon
Characters:	giants walking	—through a city
	fairies tiptoeing	—past a sleeping baby
	clowns tumbling	—at a circus performance
	soldiers marching	—in review before the general
	goblins dancing	—on Halloween night
	dolls walking	—helped by a girl
	tired boy	—awaking in the morning
Nature:	trees swaying	—on a windy day
	rain pelting down	—during a thunderstorm
	wind blowing	—on flying kites
	leaves floating down	—in autumn wind
	flowers growing	—in spring sun and rain

4. Poems to Dramatize.

Familiar nursery rhymes.

Jump or Jiggle

Frogs jump
Caterpillars hump
Snakes glide
Sea gulls glide

Worms wiggle
Bugs jiggle
Mice creep
Deer leap

Lions stalk —
But
I walk.

Mr. Turkey and Mr. Duck

Mr. Turkey took a walk one day
In the very best of weather
He met Mr. Duck on the way
And they both talked together.
Gobble, gobble, gobble,
Quack, quack, quack,
Good-by, good-by,
And they both walked back.

Snowman

A chubby little snowman
Had a carrot nose.
Along came a bunny
And what do you suppose?
The hungry little bunny,
Looking for his lunch,
Ate the snowman's nose.
Nibble, nibble, crunch.

Winter

Whoosh!
Goes the toboggan.
Crunch!
Goes the snow.
Squeak!
Go the runners.
And Eeeeeeek!
Is how we go.

Snow blows
In bunches.
Snow sparkles
And crunches.

Snow is clean and cold
Snow is crisp, and yet
When it warms a little
Snow is wet.

The Little Turtle

There was a little turtle,	(One hand on top of the other to form a turtle)
He lived in a box.	
He swam in a puddle,	(Hands together in motion)
He climbed on the rocks.	(Fingers of one hand climbing up other arm)
He snapped at a mosquito,	(Use your hand to pretend you are catching something in the air.)
He snapped at a flea,	
He snapped at a minnow,	
He snapped at me.	
He caught the mosquito,	
He caught the flea,	
He caught the minnow,	
But he didn't catch me.	(Shake your head and smile.)

The Goblin[17]

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.
He bumps
And he jumps
And he thumps
And he stumps
He knocks
And he rocks
And he rattles at the locks.
A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

Rose Fyleman

Song for a Ball-Game

Bounce ball! Bounce ball!
One - two - three.
Underneath my right leg
And round about my knee.
Bounce ball! Bounce ball!
Bird - or - bee
Flying from the rose-bud
Up into the tree.

Bounce ball! Bounce ball!
Fast - you - go
Underneath my left leg
And round about my toe.
Bounce ball! Bounce ball!
Butt - er - fly
Flying from the rose - bud
Up into the sky.

Wilfrid Thorley

Little Brown Seed

Little brown seed, round and sound,
Here I put you in the ground.

You can sleep a week or two,
Then – I'll tell you what to do:

You must grow some downward roots,
Then some tiny upward shoots.

From those green shoots' folded sheaves
Soon must come some healthy leaves.

When the leaves have time to grow
Next a bunch of buds must show.

Last of all, the buds must spread
Into blossoms white or red.

There, Seed! I've done my best.
Please to grow and do the rest.

Rodney Bennett

The Farmyard

One black horse standing by the gate,
Two plump cats eating from a plate;
Three big goats kicking up their heels,
Four pink pigs full of grunts and squeals;
Five white cows coming slowly home,
Six small chicks starting off to roam;
Seven fine doves perched upon the shed,
Eight grey geese eager to be fed;
Nine young lambs full of frisky fun,
Ten brown bees buzzing in the sun.

A. A. Attwood

5. Finger Plays

In addition to the dramatic aspect, finger plays also develop visual perception, awareness of the body and its parts, and large and small muscles, especially eye-hand coordination.

Hinges

	Action possibilities (use only if the words do not suggest actions to a group of children)
I'm All made of hinges,	(Bend elbows, bend knees, partially squat)
"Cause everything bends,	
From the top of my neck	(Motion from neck down)
Way down to the end.	
I'm hinges in the front,	(Bend front)
I'm hinges in the back,	(Bend back)
But I have to be hinges	
or else I will crack.	(Clap hands)

Our Little Baby

Our little baby has ten toes,	(Show all ten fingers)
Two little ears and	(Point to ears)
One little nose.	(Point to nose)

Ten Little Friends

Two little houses across the street.	(Hold hands, fists closed)
Open the doors and ten friends meet.	(Open fingers)
How do you do, and how do you do.	(Fingers bow to each other)
Such nice sunny weather	(Bring fingers back up)
Off they hurried to (school?)	(Move fingers in a hurrying motion)
Ten little friends together.	

The Postman

This is the way the postman comes	
walking down the street,	(Fingers – walking motion)
Left-Right and Left-Right,	(Stomp left foot – Then right foot)
I can hear his feet.	(Hands at ear listening)
He sometimes smiles and waves at me;	(Smile and wave)
I clap my hands in glee.	(Clap hands)
For this is the way he lets me know	(Point to self)
He has a letter for me.	(Wave letter)

6. Singing Games
    - Ring Around the Rosy
    - London Bridge
    - Looby Loo
    - Did you ever see a Lassie?
    - Here we go Round the Mulberry Bush
    - Yankee Doodle
    - Pop Goes the Weasel
    - A-Hunting We Will Go
    - Skip to my Lou
    - Go Round and Round the Village
7. Stories
    - a. The value in dramatizing stories lies in the process of planning together rather than in the actual dramatization. Planning includes the characters, sequence of the plot and simple properties.
    - b. The adult serves as a guide in helping children plan the dramatization and in deciding on the properties. Since children have such a vivid imagination, equipment such as blocks can be adapted to any story.
    - c. Several groups can dramatize stories at the same time.
    - d. Dramatize familiar stories. With encouragement, some children will dramatize stories during the play period.
    - e. The children can decide which stories they would like to dramatize.

    Suggestions for dramatization:
        - Ask Mr. Bear
        - The Elves and the Shoemaker
        - Goldilocks and the Three Bears
        - Henny - Penny
        - The Tale of Peter Rabbit
        - The Three Billy Goats Gruff
        - Caps for Sale
        - The Three Little Pigs
        - The Little Red Hen
8. Story Plays

Activity	**Procedures**
Situations children have experienced; like going to the farm or to father's place of work, making a house, buying groceries. Field trips, films, and class visitors suggest story plays.	Children suggest the sequence of activities. The adult narrates while the children pantomime the action.

A Story Play

Trip to the Woods

Going to the woods — take the school bus to the gate.

Walk and look at the beautiful trees.

Pick up a pretty stone and feel all its sides.

Listen to the airplane — see it through the leaves.

Listen to the birds' song — find it, see the nest.

Run and jump over a stream.

Look at the violets.

Stop and sway like the trees.

Sit down to rest.

Eat a snack and take a drink.

Walk to the bus.

The adult narrates a story play she has prepared or that children have created together. Children pantomime the action.

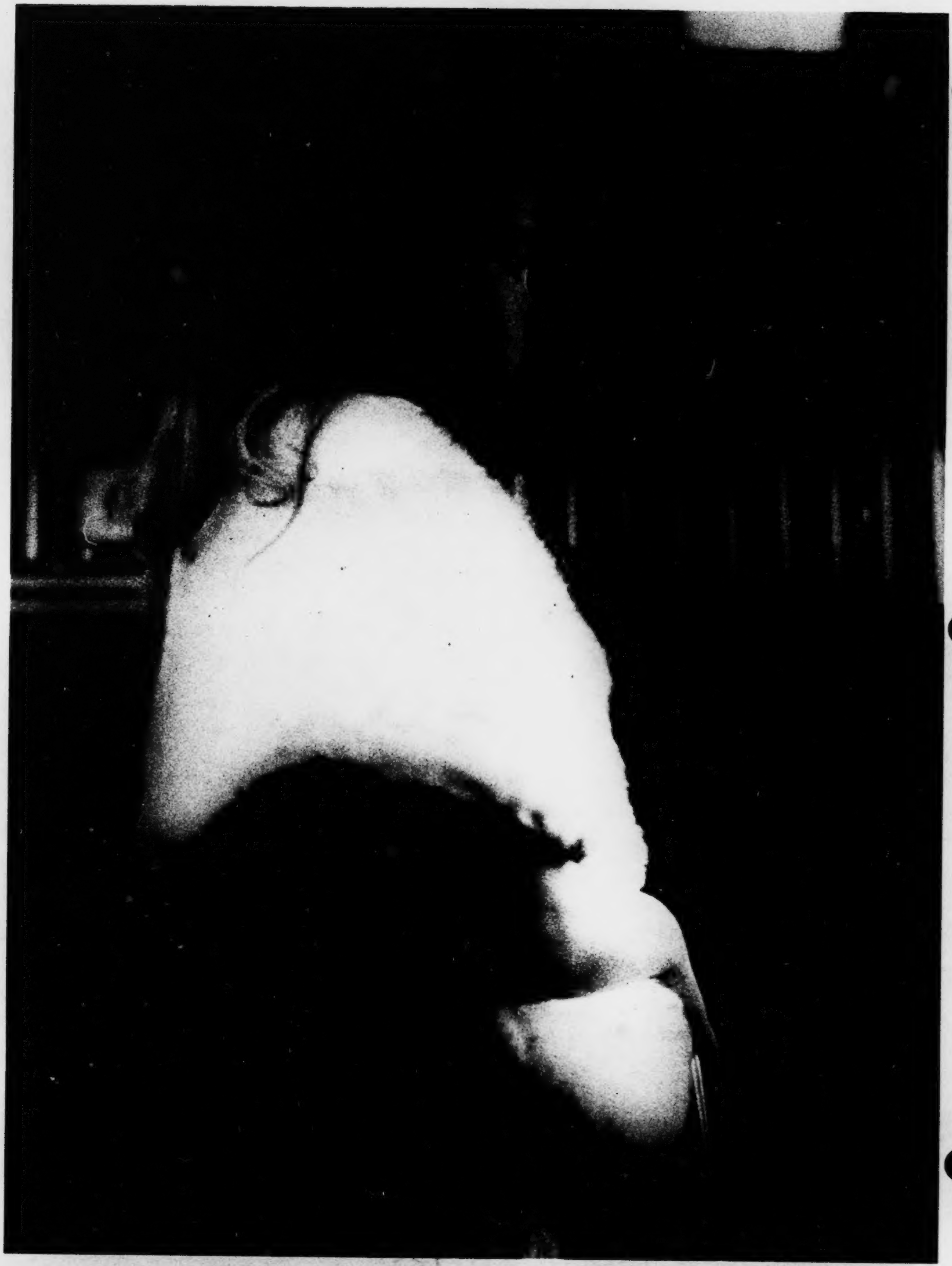
Other topics:

Playing in the snow, taking an airplane ride, baking a cake.

C. Dramatic Play

1. Dramatic play is spontaneous imaginative play.
2. The adult —
   a. Sets up the equipment but the children decide **when** and **how** to use it.
   b. Observes the growth of children.
   c. Helps solve problems when children are not able to solve them alone.
   d. Adds equipment to help expand the ideas children are using in their play.
   e. Takes a role at times to share the experience with the children but does not control the play.
3. A Family Living Center should be a part of every room for three-year-olds. Supplementary areas are set up for fours and fives or are substituted for the fives, depending on their interests and developmental levels. Supplementary areas grow out of experiences in the program.

Activity	**Method**	**Materials**
Family Living Center Train[18]	1. Line up chairs, two in a row, to resemble train.	1. About 20 small chairs 2. Railroad caps



	2. Display related books and pictures nearby. 3. Set up tables or *"counter"* where *"tickets"* may be sold.	3. *"Tickets"* – colored paper (the children would love a roll of expired theatre tickets). 4. A *"punch"* and rubber stamp and ink pad 5. Table or *"counter"* 6. Old suitcases (small). 7. Pictures of trains, train stations, conductors, engineers, etc.
Jewelry Store	1. Arrange selection of jewelry on *"counter"* or table or place jewelry in boxes on shelf. 2. The children may take turns buying and selling jewelry. 3. Display related pictures nearby.	1. Old jewelry 2. Jewelry boxes 3. Sales slips 4. Bags 5. *"Money"* and cash register 6. Pencils 7. Table and shelves 8. Pictures of jewelry
Clothing Store	1. Take *"dress-ups"* and place on hangers on clothes rack. 2. Clothing may also be folded and placed on *"shelves"* or in drawers. 3. The children may take turns buying and selling the clothing. 4. Display related pictures.	1. Clothing 2. Hangers and clothes rack 3. Boxes, bags 4. Pencils, sales slips, *"money."* 5. Cash register 6. Store *"Counter"* (chest of drawers from doll corner may be used) 7. Related pictures. A. Clothing B. Stores C. Children in dress-ups.
Doctor	1. Set up near doll corner or in secluded area. 2. The children can take turns being *"doctor"*	1. Real stethoscope 2. Gauze 3. Bandaids and tape 4. Rags for bandages

	and *"patient"* or they may use dolls as patients. 3. Provide table for *"doctor"* to use as desk and *"bed"* for *"patient"*. 4. Use related pictures nearby.	5. Doctor's and nurse's clothes (dressups) 6. Beds and dolls (unless children want to be patients). 7. Paper and pencils 8. Telephone 9. Table 10. Small suitcase or shelves for *"medical supplies."* 11. Pictures A. Doctors and nurses B. Medical scenes
Office	1. Enclose an area of the room with folding screen. 2. Use small table for desk. 3. Provide other materials usually found in an office. 4. Display related pictures and books nearby.	1. Table 2. Pencils 3. Paper 4. Rubber stamp and ink pad 5. Telephone 6. Pictures (people working in different types of offices.)
Restaurant	1. Set up small tables and chairs in secluded area. 2. Pictures of food pasted on paper may substitute for menus. 3. Cut out pictures of food may also be used for *"actual food."* 4. Same idea may be applied outside in relation to tricycles and drive-in restaurants. 5. The children may take turns being waiter, waitress and patrons. 6. Use related pictures.	1. Small table and chairs 2. Tablecloth 3. Napkins 4. Dishes 5. Silverware 6. Trays 7. Sales slips 8. Pencil 9. *"Menus"* (paper with food pictures on each) 10. Empty boxes or pictures of food 11. Pictures A. Restaurant scenes B. Food C. Cooks D. Waitresses.

Combine dramatic play with block play	1. Arrange blocks in a simple, basic way to suggest dramatic play and also to stimulate other building (adding on to the basic structure or starting a new one). 2. Blocks may be stacked nearby on the floor as a means of suggesting their use in the dramatic play. 3. Have block accessories nearby (preferably on shelves in block corner). 4. Put up related pictures in block corner. 5. Some themes are as follows: A. An airport B. A farm C. Cars and trucks D. Boats E. Trains F. A zoo G. A car wash	1. Cars and trucks 2. Airplanes 3. Boats 4. Trains 5. Rubber or wooden animals 6. Rubber or wooden people 7. Blocks (hollow and unit)

D. Creative Dramatics

Children play out their experiences, their feelings, their ideas in movement and rhythm, at times accompanied with music or rhythm instruments. Creative movement comes out of the experiences and imagination. Later, words are added to the movement. As children are encouraged to observe the world around them, they will interpret these experiences with greater feeling.

1. Large free movements are suggested by:

   "Stretch to reach the clouds"

   "Jump over the creek"

   "Run and catch the ball"

2. The use of the senses are suggested by:

   "Feel the sun"

   "See the clouds"

"Listen to the birds"

"Smell the roses"

"Taste the ripe cherry"

3. The feelings of people and animals are suggested by these endings of stories:

   "The fireman worked all night."

   "John was so excited! He had a new baby brother."

   "There was so much traffic, Mary was afraid to start across the street."

   "I get very angry when Jim takes my ball."

   "I heard a noise, I thought it was a knock, but it was only the wind."

   "The dog's feelings were hurt when the child pushed him aside."

4. Feelings of familiar story characters are suggested by:

   "Show how Little Red Riding Hood felt when ––––––"

   "Show how Peter Rabbit felt when ––––––"

5. Make a collection of *"feel"* materials – fabrics, fur, sandpaper, feathers, etc.
   a. Let each child **feel** one of the items.
   b. Have him describe his experience in words or movement.
   c. A story may grow out of these expressions.
6. Take a walk outdoors, observing carefully.
   a. In the room, the children will mention something they saw, and all the children will express their feelings in movement or words.
   b. Sit down and have children express their experience through movement, music, art, words, or through story or poem (their choice).
   c. Take the suggestions children make. Small groups may respond.
      1. Jane watched the snow fall on the sidewalk. She suggested, "Let's be snowflakes – coming down, down, down!"

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Movement Exploration

"Movement exploration" is a discovery approach to the teaching of body movements. It is a way in which children can create and discover the many ways in which their bodies are able to move. The emphasis in movement exploration, therefore, is on what is happening to the child, rather than on how well they perform.

All children follow a general basic growth pattern, but at their own individual rates. Children of any given age will display varying levels of maturity and various stages of growth.

Each child should have the opportunity for self-expression. The self is the focal point and remains as such throughout the process of exploring. It is what the child thinks, feels, sees, and expresses, in terms of himself, and in his own way. The child deals with both feelings and concepts which must be "said" by him through body movements, in forms of expression which are his very own.

A. Various Aspects of Body Movement

1. How the body moves

		Examples
a. Speed (time) of movement	fast or slow	Pretend you are throwing a ball. Throw it fast. Throw it slowly. Move as fast as you can. Move slowly, a little faster, very fast. (Accompany with drum.)

7

b. Strength (force) of movement	heavy or light	Move as if you were very heavy. Lift something light. Push an empty box, a box full of sand.
c. Direction of movement	straight or twisted or flexible	Move in a curved line, in a straight line.
d. Control (flow) of movement	smooth or jerky	Swing one part of your body. Swing two parts. Swing your whole body. Move your hand in a smooth, steady way. Move this way with the music. Kneel on the floor. What different ways can you move the rest of you?
2. Where the body moves		
a. Personal space	space around child while standing in same place	Find your own space on the floor where you won't touch anyone else. Make yourself as wide as you can. Now reach out and see how high you can become. Make the smallest shape you can.
b. General space	space available to the group	Find a space where you won't touch anyone else. Move ——————.
c. How the body can move in space		
personal space	up or down	Jump as high as you can.
general space	forward, backward, sideward, diagonal	Skip forward.
level space	high, low, in between	What are the ways in which you can move close to the ground?

3. What the body moves

a. Actions while standing in the same place	twist, stretch, swing, push, fall, turn, bend, lift, pull, shake, bounce, combinations of any of these movements	Move your head in as many ways as possible. Move your head (4 beats on drum) Move your arms (4 beats on drum) Move your legs (4 beats on drum) Now move all of you.
b. Actions while moving through space	walk, jump, leap, slide, run, hop, skip, gallop, combination of any of these movements	Skip around the room without touching anyone else (substitute jump, etc.) Hop like a rabbit. Hop in as many directions as you can.

4. With whom or what the body moves

a. May work alone — each may move in his own way		Move your knees in different ways. Hop and slide, hop and slide.
b. Child may work with partner		Take a partner. Hop together.
c. Child may work with a small group		Stand in a circle. Hop with your left foot, each child taking a turn.
d. Child may use equipment — ball, scarf, stick, rope, hoop, etc.		Sway with a scarf in one hand.

B. Role of the Adult

1. The adult sets the situation for movement.
   a. A problem is given:

"We all have arms. What can we do with them?"

"Move your right leg. How many different ways can you move your right leg?"

2. Children try to solve the problem in different ways.
3. Adult encourages children with positive comments.

   "You discovered more than one way to move your arms. Good."

   "John thought of a way to move his arms that I had not thought about."
4. Another problem is given by taking clues from children:

   "You used your legs to walk and run. What other movements can your legs make?"

   "Sit down. Each of us will show one movement we discovered. Why is John's gallop so good?"
5. Suggestions for the teacher.
   a. Let each child find his own way of moving. Do not demonstrate.
   b. Repeat problems. Children love to do the things they know.
   c. After children have had a chance to explore the movement, use rhythm instruments with the movement.
   d. Encourage original movements.
   e. Do not expect all children to make the same movements. Accept the efforts of the clumsy and timid child.
   f. Be willing to experiment with movement.
   g. Have children find a space that does not interfere with anyone else.

C. Suggested Movement Experiences

1. Fundamental Movements

Activity	Description
Walking	Walk forward quietly, and as gracefully as possible. Keep the body erect and the chin in.
Balancing	Walk on the wide side of the balance beam, then on the narrow side, balancing the body easily.
Marching	Walk in a stately manner.
Skipping	Step on the left foot, hop on it, and step on the right foot. Repeat by beginning with the right foot.
Running	Use the arms to gain momentum and for balance. Bring the knees high off the floor.

Tiptoeing	Keep toes pointed while walking.
Tiptoeing while Running	Keep toes pointed while running.
Galloping	Run slowly with high step, always leading with the same foot. Move the arms rhythmically to represent front legs.
Trotting	Run smoothly and lift the knees slightly. Move the arms rhythmically to represent front legs.
Running and Hopping	Take 4 running steps, then 3 hopping steps, and then repeat.
Running and Stopping	Take small running steps, stand still, and then repeat.
Jumping	Jump up with ease. Bring heels high, and land lightly on balls of feet.
Sliding	Slide forward with the left foot, and bring the right foot up to it. Slide forward with the right foot, and bring the left foot up to it. Slide backwards and to the left and right sides in this manner.
Bending	Bend at the waist forward, backward, and from side to side.
Shaking	Shake the arms and legs, whole body.
Gliding	Bend and straighten out the trunk, as you walk forward. Bob the head up and down gradually.
Stretching	Raise the arms up high while stretching the trunk and legs.

2. Creative or Interpretative Variations to Fundamental Movements.

Walk:
- as if carrying a package
- like mother
- like father
- with baby steps
- in place
- as if going up a stairway

March:
- like soldiers
- slow
- fast
- in place

Skip:
- in a straight line
- in a circle
- like with a partner
- in a singing game

Run:
- like a baby
- like a baseball player
- like an old lady
- as if tired
- to get out of the rain
- to tag a classmate

Gallop: like a farm work horse
like a cowboy's horse
like a horse in the circus
like a race horse
like a tired horse

Glide: as if skating on ice
as if roller skating
like a bird

Fly: like a kite
like an airplane
like a bird

Twist and Turn: like a top
like an electric fan
like snowflakes

Push and Pull: as if raking leaves
as if using a lawn mower
as if using a saw

Strike: like hammering a nail
like beating a drum
like chopping down a tree

Stretch: like a cat or lion
to catch a ball thrown high
to pick fruit high on a tree

Clap: as if to a funny joke
as if catching a fly

Climb: as if climbing a ladder
as if climbing over a fence
as if getting onto a bus

Run and Hop: like a frog
as if you have a sore foot
like a rabbit

Bend: as if picking flowers
as if picking up marbles off the ground

Jump: like a grasshopper
like a bouncing ball
over small stones
over a mud puddle

3. Creative or Interpretative Movements – Animals.

Children interpret animals in **their** own way.

Elephant
Galloping Horse
Camel
Lion
Cat
Dog
Bird
Rabbit
Worm
Chicken
Duck
Turkey
Fish
Monkey

4. Creative or Interpretative Movements – Mechanical.

Children will decide how **they** will interpret these. Each one may be different.

Clock
Watch
Train
Walking Doll (for girls) or
Toy Soldier (for boys)
Driving a Car
Lawn sprinkler
Riding a Tricycle
Top
Washing Machine
Airplane Warming Up
Airplane Taking Off
Airplane Landing
Think of others

5. Creative or Interpretative Movements – Miscellaneous.

Children will suggest many others. Each child will move in a different way.

Rowing
See-Saw
Barbecue Grill Smoke
Hanging the Clothes on Line
Painting
Playing the Piano
Playing Ball
Jumping Rope
Raking Leaves
Waving Flag
Waves
Picking Fruit
Climbing a Ladder
Ice Skating
Clown

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Learning Experiences —

Language And Communication

Language Arts Center
12

LEARNING EXPERIENCES – LANGUAGE AND COMMUNICATION

The language children bring is influenced by the language they absorb in the home and by the kinds of experiences provided by the family setting. Adults who are acquainted with the parents and the home environment will be in a position to understand the background of the child's language. The adults may learn about the child's general maturity, his ability to coordinate the muscles needed for speaking and listening, the language heard at home, opportunity to talk, experiences in visiting places in the community, and of his opportunity to hear stories and poems.

Talking, listening and awareness of the use of symbols are used together in many ways during the day. The adult who is alert to each child's needs for communicating with others will be able to provide an atmosphere for growing in language. Hearing stories and poems will help children enjoy the language of others and expand their own language.

A. Outcomes

The children will:

1. Understand other children and adults.
2. Use language to communicate with others.
3. Grow in the use of language.
4. Present ideas through oral language and listen to the ideas of others.
5. Enjoy hearing stories and poems.
6. Repeat spontaneously favorite stories and poems.
7. Create their own stories and poems.

B. Developmental Sequence

From	To	To
1. Understanding everyday language	Understanding a greater variety of words	Being interested in words and word meanings, and asking questions to gain information.
2. Speaking a short sentence of key words	Imitating more complex language of adults	Spontaneous speaking in complete sentences.
3. Carrying on a monologue	Carrying on a collective monologue (each child talking to himself with occasional exchange of conversation)	Using language for communication and learning.

C. Communication Skills

1. Listening

Children learn through working with materials at school and at home. The teacher's role is one of guiding them, listening to them, answering their questions, and providing a stimulating environment. In such an atmosphere, children are not required to listen for long periods of time. **They will learn the value of listening when it is important to do so.**

a. What a Child Does When He Listens.

Recognizes sounds and words he hears.

Puts meaning into the sounds and words he has heard.

Reacts to the words on the basis of his own experiences.

b. Why Children Do Not Listen.	**What the Adult Can Do**
Do not **hear** well.	Arrange for examination of a child's hearing.
Too many distractions.	Talk with a child where there are few distractions.
Adult talks too much and too long.	Talk for a short period at a time. Say only what is necessary. Give the child time to think and learn by himself.
Do not give attention to speaker.	Get child's attention before you begin. Give child a purpose for listening. Have something of interest to say. Be an example of a listener when the child talks. Do not repeat unnecessarily.
Do not understand what is being said.	Have a relaxed room atmosphere so children feel free to ask when they don't understand what is meant. Provide a **real** experience that will help the child understand the concept. Learn the concept by **doing.**
Too much noise.	Go to the child, look at him, and speak in a quiet, distinct voice.
Can't sit still that long.	Give children a chance to move, they are active.

	Work with individual children or small groups for short periods.
	Give children freedom to sit in different ways for different activities that are comfortable to them – as, sitting on the floor.
Feel it is not important.	Talk to children about when it is important to listen.
	Eliminate talking you do which is not important.
	Make children aware of beauty and differences in sounds.
They are talking.	Help children understand the courtesy of listening to other children and of taking turns in talking.

c. Normal Activities that Help Children Listen to Learn.

1. Conversation with other children and adults.
2. Following directions – use of equipment, health and safety habits, learning routines.
3. Listening to stories and poems, to a story teller or to a recording.
4. Dramatizations and role playing.
5. Sharing of news and information.
6. Listening to an answer to a question.
7. Listening to stories and poems children have created.
8. Listening to music for enjoyment.
9. Walking trip – listen for sounds.
10. Television, radio, films.

2. Talking

Children begin to talk at different ages. It follows that whether they are three-, four-, or five-years-old, their language development will be at different levels. The adults accept the language the children bring, at whatever level, and give them freedom to talk in order to grow in their use of language. **Children learn to talk by talking.** In a relaxed classroom atmosphere, children talk and are not afraid to make mistakes. In fact, they learn through their mistakes.

Good oral language is basic to reading. A child who has had many experiences and field trips, with a chance to talk to others about his experiences, will have added many new words to his vocabulary. He will understand them because he experienced the meaning — as a large tractor, a dark cloud, a noisy machine, and so on. If a child **talks** about it before he **reads** it, we are simplifying the process for him. **More attention to a child's oral language development and elimination of work-sheet activities often inappropriately included in the program, will result in making reading easier and more fun for more children.**

a. How adults encourage language development.

(1) Be prepared for the session so you have time to talk with the children.

(2) Greet children with a cheery *"Good Morning"* or *"Good Afternoon"* and then visit with them — don't do all the talking.

(3) Listen when children talk to you and give them your full attention so they feel that what they say is important to you.

(4) Use a relaxed voice (quiet, pleasant, low-pitched) to make children feel relaxed.

(5) Be courteous to each child — treat mistakes as a way of learning.

(6) Set a good example in language because the children will imitate you.

(7) **Permit children to talk to each other during most of the day,** exception may be music (but children will sing and move to the rhythm), storytime (but children will react with language and movement), conversation time, and rest time.

(8) Add words to children's speaking vocabulary by using words that relate to group experiences, having things in the room that are new to your children, and encouraging children to know when they have added a new word.

(9) Record growth in language development for each child to remind you of his progress.

b. Activities which build language and understanding of language.

(1) All parts of the program give a chance to use language:

play
art
music
field trips
science
snack time
dramatic play
talking about the world
conversation and news sharing time
building with blocks
making up stories

(2) Sensory experiences — experience and describe with words.

See — shape, size, color, pictures, sky, etc.

Hear — sounds in the neighborhood, sounds at school, sounds in music, sounds of things in jars, rhyming words, etc.

Touch — weight, smooth and rough textures, hot and cold things, etc.

Taste — feel the texture with the tongue, sweet, sour, bitter, etc.

Smell — paint, paste, flowers, vanilla, rain, something cooking, etc.

(3) Field trips and walks to many places in the community, and talking about the experience while there, asking and answering questions, talking about their observation.

(4) Collection of big and little (large and small) objects to use for games that develop the concept of **big** and **little.**

(5) Make a game involving children going up and down stairs to develop the concept of **up** and **down.**

(6) Feel box or bag — feel an object, describe it, guess what it is.

(7) Frequently creating stories or poems individually or, as a small group.

(8) Pictures for the bulletin board of topics that are of interest to children, placed on their eye level, to encourage conversation about the pictures.

(9) Collection of magazine pictures of people doing things. Use clues in the pictures to guess what is going on. A picture of someone standing near a table holding knives, forks, and spoons will suggest — — — — —.

(10) Tape the stories and poems children tell and let them listen to the tapes.

(11) Dictating a story and watching while the adult prints it.

(12) Now, add your own ideas. Don't forget to let children make up their own games, if they wish.

c. Speech

Children who do not pronounce the letters correctly need practice in saying words that repeat the specific sounds the child fails to say distinctly. The book at the end of this section entitled *Talking Time* contains poems or stories repeating each sound. The adult can select the appropriate selections.

When both parents and teachers pronounce all words correctly, most children will imitate the examples they hear. The adults at school may have to remind parents of how children learn language. Adults may also speak with children about how the tongue, teeth, and lips are used in talking. Watching themselves in a mirror as they experiment with how the tongue, teeth, and lips are used, may help some children.

Some children may have a physical defect which makes it impossible to pronounce sounds distinctly. If the adult is not certain of the cause of improper speech, a medical examination is desirable. If there is a physical impairment, the physician will suggest proper treatment.

(1) What children may know.

Most children will remember the following facts by the time they are six years old. Most of the items will be learned at home. However, the school may assume this responsibility when necessary.

Name (first and last)
Address
Phone number
Occupation of parents
Name of teacher
How to cross a street
What to do in case of emergency (fire, illness)
Age
Birth day
Name of parents
Name of school
What to do when lost

3. Symbolization (from talking to symbolization).

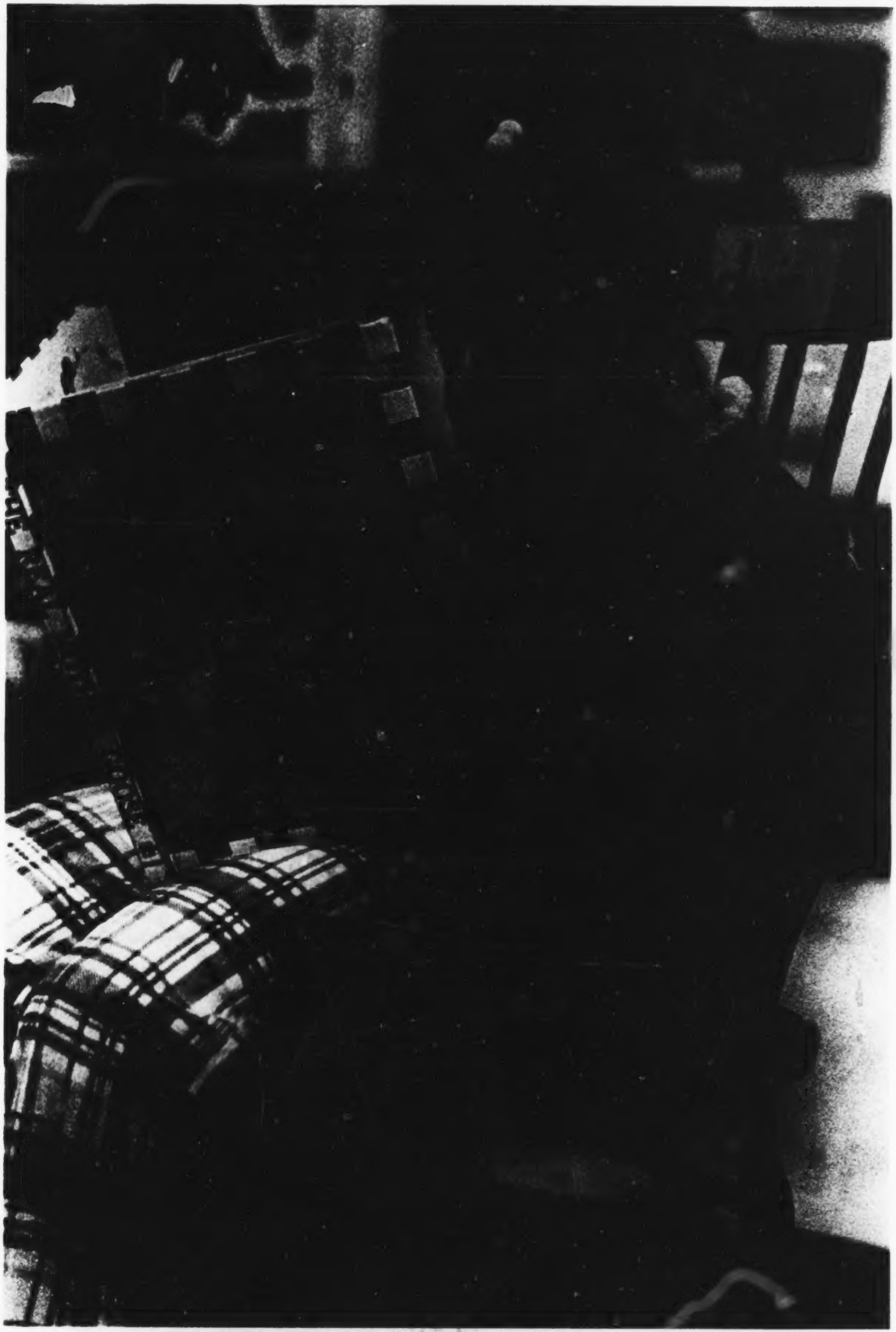
Symbols are signs. Road and map symbols give us information for traveling. A B C's, when arranged together, put *"talk into symbols."* The **entire program** can prepare children for understanding symbols. Hearing and talking about stories and events, dictating stories, observing likenesses and differences in shapes, grouping toys that go together — these and other activities form a foundation for recognizing letters and words, and understanding them.

a. Experiences which Build Reading Understanding and Reading Skillls.[19]

(1) Having time and a comfortable atmosphere in which to enjoy books;

(2) Having the teacher hold the book so that the group can see the words and the pictures as she reads the text;

(3) Having the teacher occasionally run her finger from left to right under the text;



(4) Having a chance to supply obvious words in the text;

(5) Having chances to listen and react to rhyming words, ("If your name rhymes with pony will you be next to go to work?");

(6) Having chances to listen and react to words that start with the same sound, ("If you think of a word that starts like hamster, will you stand up?");

(7) Having name cards on the choice board and cubbies;

(8) Playing lotto and other matching games involving visual discrimination;

(9) Using wooden, rubber, felt, or other letters to spell out words and ideas;

(10) Searching through magazines and picture files for pictures bearing on a particular interest (i.e., white flowers, furred animals, airplanes, men wearing different kinds of caps or uniforms, traffic signals, and so on);

(11) Searching through magazines or picture files to find pictures of objects that start with certain letters (i.e., soup, sailboat, sock, saw, and so on);

(12) Bringing in books bearing on current interests or just to share with the group;

(13) Sorting and matching such things as crayons, colored papers, blocks, beads, and so on);

(14) Noting similarities in printed names (i.e., Jimmy-Timmy, Mary-Barry, Nick-Dick).

(15) Playing a game which involves reading specific directions before acting (the teacher says: *"Billy, will you clap..."* then shows a card on which is printed 3 claps; *"James will you step..."* then shows a card on which is printed 5 steps).

(16) Putting puzzles together.

b. **The Foundation for Symbolization and Reading.**

(1) A positive self-concept — one that helps a child see himself as one who is liked and who feels he is able to learn because he is working at a success level.

(2) Good physical health, with examination of eyes and ears.

(3) Motor coordination of the large and small muscles, and of the eye and hand together.

(4) Understanding people and places in the community and understanding stories.

(5) Oral language development that makes it possible for a child to communicate with others.

(6) Responsibility for taking care of himself, for getting materials and putting them away, and for working alone.

(7) Expressing himself freely in art media, movement, and talking.

(8) Social emotional development that enables him to play and work in harmony with other children.

(9) Discrimination of letters.

Matches letters that are the same shape and knows which letters are different.

Matches beginning and ending sounds of words that are the same through hearing them.

(10) Classification.

Groups a collection of objects or pictures that go together (farm, clothes, furniture, things that are alive, etc.)

(11) Interest in Reading.

Likes to hear and tell stories and poems.

Selects books often for an activity.

Reads pictures in books.

Wants to learn to read.

Likes to dictate stories.

Knows that *"writing is talk written down."*

Asks *"What does that say?"*

(12) Language experience approach to symbolization.

Place art work and dictated story together on the bulletin board. As: Mary said, "The dog is running up the hill."

The adult prints stories and poems dictated by individual children about their paintings, their experiences, or their imagination.

Children may make a story about a picture they find.

Let children watch you print their stories.

Make books of some of the stories and put in the book center.

Keep a record of how the language of each child grows.

(13) Children will:

Pretend to read their stories to each other.

Learn left to right progression.

Learn top to bottom progression.

Learn likenesses and differences in shapes of letters.

c. **Writing**

Coordination of the small hand muscles with the eye and mind are needed for writing. Work with manipulative equipment and art media are excellent experiences for practice in coordinating the small muscles.

(1) Opportunities for developing dexterity and coordination (pre-writing skills).[20]

There are many materials and many experimental or guided experiences in the kindergarten program that provide opportunities for children to develop finger dexterity and eye-hand coordination. **The following list, though long, includes but a few of the many experiences which might be thought of as helping children develop skills essential to being able to write:**

Finger painting and brush painting;

Drawing on paper and on the chalkboard;

Pasting; Cutting and tearing paper; Picking up or picking out nails;

Hammering, screwing, sawing, sanding;

Lacing shoes and tying knots and bows on shoes or on work aprons;

Buttoning and unbuttoning, zipping and unzipping, snapping and unsnapping, hooking and unhooking fastenings on their own clothes, on doll clothes, or on costume clothes;

Picking up and sorting out such things as seeds, spilled pins, thumbtacks, or other small items;

Modeling with clay or other media;
Turning the pages of books;
Picking out tunes on the piano;
Operating the record-player, filmstrip projector, cassette recorder;
Operating the clips which hold paper on the easel;
Washing paintbrushes;
Manipulating such play materials as small interlocking or snap blocks;
Using a paper punch;
Cooking activities such as slicing, scraping, rolling;
Manipulating pegs, form insets, puzzles, and beads;
Handling cards for matching games;
Posting pictures with thumbtacks or pins;
Arranging figures on the feltboard;
Handling, manipulating, and even spelling out words with wooden or rubberized form letters.

d. **What to do if –**

a child wants to print his name	help him print it correctly **when he requests it** and stop the activity when he is tired or loses interest
parents want to help their child learn to print his name	give parents a copy of the letters with directions on how to print them correctly and explain that they help the child only when **he requests** it
a child comes to kindergarten knowing how to read	keep the interest going by having the child read to you individually occasionally, and helping parents provide books at home that he can read

4. **Interrelating language and other areas of the program.**

Cooking activity – Baking Cookies

Children participate in small groups.

Language – 4 or 5 children in a group interact constantly, describing the process, asking questions.

Science and social science –

discuss ingredients
what the ingredients are
how they grew
how they were processed
how they were transported to the store

Mathematics –

measuring the ingredients
oven temperature
how long to bake the cookies

Pre-reading –

sequence of picture recipe followed
watch recipe being printed (left-right, top-bottom)
shapes of letters
symbols tell us what to do

Sensory –

see ingredients separate, when mixed, when baked
feel dough and cookies
smell ingredients, cookies baking
hear mixing, scraping pan, oven door, other children
taste ingredients separately, the dough, the cookies

Music – Story – Poetry

children may suggest a song, rhythm, poetry, or story they know that expresses the experience or their feeling. (i.e., The Gingerbread Boy – see pages 44–48)

5. **Equipment for language development.**

Starred items (*) especially for kindergarten children.

*Small, portable chalkboard and chalk
Two real telephones, hooked up.
*Typewriter
Catalogs and magazines for pictures.

*Two sets of letters of each type to feel, handle, see, match –
    large letters of wood (upper and lower case, multiples of each letter)
    felt letters and flannel board or magnetic letters with magnetic board
    printed letters to feel (suede paper, fabric, sandpaper, etc.)
    printed letters on a card (one letter per card)

*Printing set of letters.

Puzzles

*Two identical books of a familiar story, taken apart, to arrange in sequence.

A B C books

Different kinds of things for drawing – crayon, felt-tip pens.

Listening center with ear phones for recordings and tapes of stories and poems.

Viewing center for seeing filmstrips and slides.

Sensory items to feel, taste, see, hear, smell — and to use in language development.

Collection of pictures of many different activities.

Lotto games of pictures.

*Lotto games of letters.

Collections of objects and pictures for classifying.

*Collections of pairs of objects (1) that rhyme, and (2) that begin with the same sound.

*Easy books for children who read.

6. **Games**

Games can be an effective way to learn. They motivate children. Keep the groups small so that children don't waste time waiting. While an adult plays a game with one group, the other children are engaged in other activities. Once the children know the game, they will often form their own group, organize the game, and play by themselves.

a. Hearing Games, Seeing and Observing Games, Games of Touch, and Mental-Gymnastic Games in Chapter 16 of Foster and Headley's *Education in the Kindergarten*.

h jkl m
opqrs
vw

b. Games that Involve a Stretch of the Imagination

Wolff, Janet. E. P. Dutton

Let's Imagine Sounds. 1962.

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D. Literature and Poetry

Not by accident does a child develop a love for books, a feeling that books can be friends and companions, an awareness of the fun and enjoyment that can come from books, an appreciation of good literature, the knowledge that books can be sources of information, and an interest in caring for books. All of these attitudes, which it is hoped the young child will develop, evolve as the child has many pleasurable experiences with books both at home and at school.

Opportunities for the child to listen to and enjoy stories, read and told, to handle, use, and love books can help him to learn that reading can be fun and to become interested in learning to read. In selecting a book, the contents, illustrations, and physical make-up are important items to be considered.[21]

1. **Values of Stories and Poems.**
    - a. Enjoy the artistic language of others.
    - b. Build a background of stories and poems.
    - c. Build vocabulary and meanings of language.
    - d. Provide information children want.
    - e. Learn that books tell about interesting things.
    - f. Learn to use and handle books properly.
    - g. Develop the desire to learn to read the books.
2. **Enjoyment of Books.**
    - a. Individual enjoyment of books.
        - (1) Encourage children to look at books by themselves in the book corner.
        - (2) Join a child, at times, to
            - — listen to his comments
            - — talk about the pictures
            - — read parts in which he is interested
            - — read the entire story
        - (3) Teach children how to care for books.
        - (4) Keep the book center interesting.
    - b. Group enjoyment of books.
        - (1) Plan a story time each day.
        - (2) Encourage children to participate, but do not insist on it.
        - (3) Keep the group for younger children small — from 4 to 8 children.
3. **Selection of Books.**
    - a. Select stories that have a plot in which there is action; for example, telling what people did and what they said.
    - b. Select books that have quality illustrations.
        - (1) Variety in style of illustrators.
        - (2) Illustration of one idea at a time.
        - (3) Complete illustrations rather than parts of figures or objects that relate directly to the story.
        - (4) Sufficient pictures so children can retell the story to each other.

c. Select stories that have repetition to hold children's interests —

repetition with added facts or characters.

repetition of rhymes or refrains.

d. Select books mainly for enjoyment.

e. Select stories and poems suited to children's age and interests.

Three-year-old:	stories about things which could happen to him. stories about things which are familiar to him. pictures that are simple, clear and realistic. a few sentences on a page.
Four-year-old:	add short and simple stories of fancy.
Five-year-old:	add stories that take him beyond the here and now, stories that give him more information

4. Topics Children Enjoy

Mother Goose, children, animals, kinds of people around them, toys, nature, imaginary adventure of animals, children, and machines; information about the world, its people, plants, machines; simple folk tales, and modern stories with a pattern similar to folk tales.

Do not select stories involving cruelty, trickery or pain, or stories involving too great a fantasy.

5. Presenting Stories and Poems.

a. Advantages of telling stories.

(1) Establish a happy relationship between adult and child.

(2) Be free to enjoy the story.

(3) Watch the audience and follow its mood.

(4) Use body, eyes, and voice in expression.

(5) Have close relationship with audience.

(6) Help audience appreciate a story because it is your own.

(7) Help children use their imagination to enjoy the sounds of language and the sequence of the story without interference of a book.

b. Suggestions for telling or reading stories.

(1) Use stories you enjoy so you can feel the story. Children can then identify themselves with the story more easily.

(2) Know your story — the characters, sequence of events, and good beginning and ending sentences.

(3) Memorize original and beautiful rhymes, repeated phrases, important conversation.

(4) Arrange the children close to you, in the direct range of your eye, with their backs to the light. The adult may wish to sit in a rocking chair.

(5) Keep their attention by telling it well.

(6) Present the story simply, directly, and with feeling.

(7) Speak in a clear, quiet voice.

(8) Conclude rapidly if children are not interested in a particular story.

(9) Hold the book in one place so that all children can see the pictures.

(10) Accept children's reactions to the story. Try to structure discussion questions to elicit more than yes and no responses – "What if .....?", "Do you suppose.....?" "What would you have done?" etc.

c. Suggestions for using poetry.

(1) Give children a chance to listen to poetry.

(2) Ask them to join you (or a recording) in saying the poem.

(3) Repeat familiar poems often.

Use a poem to illustrate an experience. Example: Say the poem about snow when it is snowing.

(4) Repeat the poems children like.

(5) Dramatize or pantomime suitable poems.

(6) Select poems –

With a story content.

That put children's experience into rhyme.

That express a mood.

That have a holiday theme.

That are humorous, also include nonsense jingles.

See section on **Creative Dramatics** for dramatic activities with stories and poems.

6. Equipment

a. Area away from noisy areas.

b. Area that is inviting and attractive.

c. Rocker, chairs with pillows, table may be added.

d. Rug or blanket with pillow for enjoying books on the floor.

e. Rack of tiers to display books so they can be spread out and displayed with cover in view.

f. Collection of books on a variety of topics, in good repair.

g. Stories and poems on filmstrips with records.

h. Recordings of stories and poems.

i. Flannelboard or magnetic board with story and poetry characters.

j. Puzzles depicting familiar storybook characters.

k. Real objects related to books — example: real inch worm with Inch by Inch, Three stuffed bears, paper-mache Humpty-Dumpty

7. **Some Books for Children.**

The purpose of this list of books is to help you begin a program of literature. Your school librarian will have lists of additional books. The addresses of the American Library Association and Bank Street College are included in this guide. Write for lists of books. All the books in the bibliography that deal with all phases of the program include suggestions for books. You are encouraged to build a permanent collection for your room by adding some good books each year.

The topic of the book is included in the bibliography for only those titles that do not suggest the topic. Most of the authors in the list have other books that are suitable for ages 3 to 5.

SUGGESTED BOOKS FOR CHILDREN

Author	Title (Topic)	Age Level (Years)
Agostinelli, Maria Enrica	*I Know Something You Don't Know*	5–8
Alexander, Anne	*ABC of Cars and Trucks*	3–5
Alexander, Martha	*Nobody Asked Me If I Wanted a Baby Sister*	3-6
	Out! Out! Out!	5–7
	I'll Protect You From the Jungle Beasts	3-6
	My Mean Old Mother Will Be Sorry	3–6
Anglund, Joan Walsh	*Nibble, Nibble Mousekin*	3–6
	A Friend is Someone Who Likes You	3–6
Ardizzone, Edward	*The Wrong Side of the Bed*	4–7
Asbjornsen, P. C. and J. E. Moe	*The Three Billy Goats Gruff*	3–6
Averill, Esther	*Jenny's Birthday Book*	5–7
Babbitt, Natalie	*The Something*	5–7
Baer, Edith	*The Wonder of Hands*	4–8
Bailey, Carolyn	*The Little Rabbit that Wished for Red Wings*	4–6

Bate, Norman	*Who Built the Bridge?*	5–7
Baum, Arline & Joseph	*One Bright Monday Morning* (Chant for Spring)	3–6
Bearman, Janet	*Happy Chanuko* (Jewish Festival)	3–6
Becker, Edna	*900 Buckets of Paint* (Search for happiness)	3–6
Bemelmans, Ludwig	*Madeline* (Series)	4–7
Berkley, Ethel	*Big and Little, Up and Down* (Concepts)	4–7
Beskow, Elsa	*Pelle's New Suit*	5–8
Bishop, Claire	*The Five Chinese Brothers*	5–8
Borack, Barbara	*Grandpa*	4–6
Brooke, L. Leslie	*Johnny Crow's Garden*	4–7
Brown, Marcia	*Stone Soup* (retold)	4–7
Brown, Margaret Wise	*The Important Book*	3–5
	The Golden Egg Book	3–5
	The Dead Bird	4–6
	Christmas in the Barn	5–7
	Goodnight Moon	5–6
	Indoor Noisy Book	3–6
	Night and Day	3–5
	Shhhhhh..Bang (Quiet Town)	3–6
	The Country Noisy Book	3–6
	The Runaway Bunny	3–6
	The Winter Noisy Book	3–6
	Wait Till the Moon is Full (animals)	3–6
	Willie's Adventures	4–7
Brown, Myra Berry	*Birthday Boy*	4–7
	Company's Coming for Dinner	3–7
	First Night Away from Home	4–7
Brownstone, C.	*All Kinds of Mothers*	4–10

Bruno, Janet and Peggy Dakan	*Cooking in the Classroom*	3–7
Buckley, Helen E.	*Grandfather and I*	3–7
	Grandmother and I	3–7
	My Sister and I	3–7
Bulla, Clyde	*A Tree is a Plant*	3–7
Burton, Virginia L.	*The Little House*	4–8
	Katy and the Big Snow	4–6
	Mike Mulligan and His Steam Shovel	5–8
Carton, Lonnie C.	*Daddies*	5–8
	Mommies	3–6
Daugherty, James H.	*Andy and the Lion*	3–6
Davis, Alice Vaught	*Timothy Turtle*	4–6
De Angeli, Marguerite	*Bright April* (Intercultural)	5–6
de Brunhoff, Jean	*The Story of Babar* (Series)	3–5
Delafield, Celia	*Mrs. Mallard's Ducklings*	3–6
de Regniers, Beatrice Schenk	*The Shadow Book*	5–8
	May I Bring a Friend?	4–8
du Bois, William Pene	*Bear Party*	3–7
Dudley, Nancy	*Linda Goes to the Hospital*	4–7
Duvoisin, Roger	*Petunia* (Series)	3–6
Eastman, Philip D.	*Are You My Mother?*	4–6
Elkin, Benjamin	*The Loudest Noise in the World*	5–7
Emberley, Barbara	*Drummer Hoff*	5–7
Ets, Marie Hall	*Play with Me* (Animals and Girl)	5–8
	Gilberto and the Wind	3–5
	In the Forest	3–4
	Talking without Words	3–6
	Just Me	2–5
Fatio, Louise	*The Happy Lion*	5–8
Field, Eugene	*Wynken, Blynken and Nod*	3–6

Fisher, Aileen	*Do Bears Have Mothers, Too?*	4–6
	Where Does Everyone Go?	4–6
Flack, Marjorie	*Angus and the Cat*	3–5
	Angus and the Ducks	3–5
	Angus Lost	3–5
	Ask Mr. Bear	3–5
	The Story About Ping (Animals)	4–7
	Tim Tadpole and the Great Bullfrog	3–6
	Topsy	3–6
	Wag-Tail Bees	3–6
	Wait for William	5–8
Francoise	*Jeanne Marie Counts Her Sheep*	5–7
Freeman, Don	*Corduroy*	3–5
	Dandelion	4–6
	The Seal and the Slick	4–6
Gag, Wanda	*ABC Bunny*	3–7
	Gone is Gone (Folk Story)	5–7
	Millions of Cats	4–7
Galdone, Paul	*The House that Jack Built*	5–7
	The Little Red Hen	3–6
	The Three Bears	3–6
	The Three Billy Goats Gruff	4–6
	The Three Little Pigs	3–6
Garelick, May	*Where Does the Butterfly Go When It Rains?*	4–8
	What's Inside?	4–8
Ginsburg, Mirra	*Mushrooms in the Rain*	4–7
Goodall, John S.	*Adventures of Paddy Pork*	4–7
Goudery, Alice E.	*The Day We Saw the Sun Come Up*	5–7
Grabianski, Janusz	*Grabianski's Birds*	5–8
	Grabianski's Cats	5–8

	Grabianski's Dogs	5–8
	Grabianski's Horses	5–8
	Grabianski's Wild Animals	5–8
Gramatky, Hardie	*Little Toot*	3–5
Green, Mary McBurney	*Is It Hard? Is It Easy?*	3–5
	Everybody Eats, Everybody Has a House	2–4
Guilfoile, Elizabeth	*Nobody Listens to Andrew*	4–6
Hader, Berta & Elmer	*The Big Snow*	4–8
	Home on the Range	3–6
	Little Appaloosa (Cowboy)	2–4
	Pancho	3–6
Heide, Florence Parry	*Sound of Sunshine, Sound of Rain*	5–7
Heyward, DuBose	*The Country Bunny and the Little Gold Shoes*	5–8
Hickman, Martha Whitmore	*I'm Moving*	4–7
Hoban, Russell	*Bread and Jam for Frances* (Series)	4–7
Hoban, Tana	*Shapes and Things*	3 and up
	Circles, Triangles, Squares	3–6
	Count and See	3–6
	Look Again	4–7
	Over, Under and Through	3 and up
	Push-Pull, Empty-Full: A Book of Opposites	3–6
Hoberman, Mary Ann & Norman	*All My Shoes Come In Twos*	3–6
	How Do I Go? (Busy World)	3–6
Hoff, Syd	*When Will It Snow*	2–6
	Little Chief	3–5
Hogrogian, Nonny	*One Fine Day*	5–7
Hutchins, Pat	*Changes, Changes*	5–7
	Clocks and More Clocks	5–7

	Rosie's Walk	5–7
	Wind Blew	5–7
Ipcar, Dahlov	*Stripes and Spots* (Animals)	4–7
	Brown Cow Farm	3–5
Johnson, Crockett	*Harold and the Purple Crayon* (Series)	3–6
Jorgensen, Aurora D.	*Four Legs and a Tail*	2–5
Keats, Ezra Jack	*My Dog is Lost*	3–6
	Snowy Day	3–6
	Whistle for Willie	3–6
	Skates!	3–6
	Dreams	4–8
	Goggles!	4–8
	Hi, Cat!	3–7
	Pet Show!	4–8
	Kitten for a Day	4–8
	Pssst! Doggie	4–6
	Peter's Chair	4–6
	A Letter to Amy	5–8
Kessler, Ethel & Leonard	*All Aboard the Train*	4–7
	Big Red Bus	2–4
	Do Baby Bears Sit in Chairs? (rhymes)	3–6
	Slush, Slush	4–8
	Kim and Me	3–5
	The Day Daddy Stayed Home	3–5
	Are you Square?	3–5
Kingman, Lee	*Peter's Long Walk* (5 year old beginning to walk)	3–6
Kinney, Jean	*What Does the Sun Do?*	4–8
Kirkpatrick, Leonard H.	*How Old Are You?* (Birthdays)	3–6
Klein, Norma	*Girls Can Be Anything*	3–5
	A Train for Jane	5–8

Krasilovsky, Phyllis	*Scaredy Cat*	3–5
	The Man Who Didn't Wash His Dishes	3–5
	The Very Little Girl	2–4
Krauss, Ruth	*A Hole is to Dig*	5–7
	Big World and the Little House	5–8
	Carrot Seed	3–5
	I Can Fly	3–5
	The Backward Day	5–6
	The Growing Story	4–6
	The Happy Day	4–5
	Whose Mouse Are You?	4–6
	Is This You?	4–6
	A Very Special House	2–4
	The Bundle Book	2–4
	Bears	3–4
Kunhardt	*Pat the Bunny*	2–5
	Tickle the Pig	2–5
Langstaff, Nancy & Suzanne Szasz	*A Tiny Baby For You*	2–5
Langstaff, John	*Over in the Meadow*	4–8
	Frog Went a-Courtin'	5–7
Lasker, Joe	*He's My Brother*	4–8
	Mothers Can Do Anything	4–8
Lear, Edward	*The Owl and the Pussy-Cat*	4–8
Lenski, Lois	*I Like Winter*	2–4
	On a Summer Day	2–4
	Cowboy Small	2–4
	Davy Goes Places	2–4
	Davy's Day	2–4
	Little Airplane	5–7
	Little Auto	5–7

	Little Family	2–4
	Papa Small	2–4
	The Little Farm	5–7
	The Little Fire Engine	5–7
	The Little Sail Boat	5–7
	The Little Train	5–7
	Now It Is Fall	2–4
	Spring Is Here	2–4
Lewis, Richard	*In a Spring Garden*	3–6
Lexau, Joan M.	*Benjie*	3–6
	Me Day	3–6
	I Should Have Stayed in Bed	4–6
Liang, Yen	*The Skyscraper*	5–8
Lindgren, Astrid	*Christmas in the Stable*	4–8
Lindman, Maj	*Snipp, Snapp, Snurr, and the Red Shoes*	5–7
Lionni, Leo	*Inch by Inch* (Inchworms)	3–7
	Alexander and the Wind-up Mouse	3–6
	Swimmy	4–6
	Frederick	4–6
	Fish Is Fish	4–6
	Theodore and the Talking Mushroom	5–8
Lothrop, Helen Kay	*One Mitten Lewis*	3–6
McCloskey, Robert	*Blueberries for Sal*	5–7
	Make Way for Ducklings	5–7
	Time of Wonder	5–7
	Lentil	5–7
MacDonald, Golden	*The Little Island*	5–7
	Red Light Green Light	4–6
	The Little Frightened Tiger	5–7
McGinley, Phyllis	*The Horse Who Lived Upstairs*	5–7

McNulty, Faith	*When A Boy Goes to Bed At Night*	3–7
	When A Boy Wakes Up in the Morning	3–7
Meshover, Leonard & Feistal	*The Guinea Pigs*	4–7
Merriam, Eve	*Project 1, 2, 3*	4–8
	What Can You Do With a Pocket?	4–8
Miles, Betty	*A Day of Summer*	4–8
	A Day of Winter	4–8
	A House for Everyone	2–4
	Mr. Turtle's Mystery	4–7
	What is the World?	4–8
Milne, A. A.	*When We Were Very Young*	3–8
Minarik, Else Holmelund	*A Kiss for Little Bear*	4–7
	Little Bear's Visit	4–7
	Little Bear	4–7
	No Fighting. No Biting.	4–8
Monsell, Helen A.	*Paddy's Christmas*	4–6
Mosel, Arlene	*The Funny Little Woman*	5–7
	Tikki Tikki Tembo	5–7
Munari, Bruno	*ABC*	3–7
	Who's There? Open the Door!	3–6
	Bruno Munari's Zoo	3–6
Ness, Evaline	*Sam, Bangs and Moonshine*	5–7
Newberry, Clare	*April's Kitten*	5–7
	Mittens	5–8
	Marshmallow	4–7
Nodset, Joan L.	*Go Away, Dog*	4–7
	Who Took the Farmer's Hat?	3–6
O'Neil, Mary	*Hailstones and Halibut Bones*	3–7
Ormondroyd, Edward	*Theodore*	4–7
Paper, Donn Lugg	*A Gerbil for a Friend*	3–8

Parish, Peggy	*Amelia Bedelia*	3–6
Penn, Ruth Bonn	*Mommies Are for Loving*	3–5
Petersham, Maud & Miska	*The Box with the Red Wheels*	5–6
	The Circus Baby	5–7
Piper, Watty	*The Little Engine That Could*	4–6
Potter, Beatrix	*A Tale of Mr. Jeremy Fisher*	4–6
	The Tale of Two Bad Mice	4–6
	The Tale of Peter Rabbit	4–6
	The Tale of Benjamin Bunny	4–6
	The Tale of Flopsy Bunnies	4–6
	The Tale of Jemina Puddleduck	4–6
Provenson, Alice & Martin	*What is Color?*	3–7
Puner, Helen Walker	*Daddies and What They Do All Day*	4–8
Pyne, Mabel	*The Hospital*	4–8
Reit, Seymour	*Where's Willie* (Kitten, humor)	3–6
Rey, H. A.	*Curious George Rides a Bike* (Series)	5–7
	Feed the Animals	3–5
	Where's My Baby (Animals)	3–5
	Anybody at Home? (Animals)	3–5
Rockwell, Anna & Harlow	*The Toolbox*	3–6
Rockwell, Harlow	*My Doctor*	2–5
Rojankovsky, Feodor	*Animals on the Farm*	3–6
Sawyer, Ruth	*Journey Cake, Ho!*	5–7
Scheer, Julian	*Rain Makes Applesauce*	5–7
Schlein, Miriam	*Heavy Is a Hippopotamus*	3–7
	Fast Is Not a Ladybug	4–7
	Big Lion, Little Lion	3–5
Schneider, Nina	*While Susie Sleeps*	4–6
Selsam, Milicent	*Seeds and More Seeds*	4–7

	All About Eggs	4–8
	Greg's Microscope	4–7
	Let's Get Turtles	4–7
	Terry and the Caterpillars	4–7
Sendak, Maurice	*Higglety Pigglety Pop!*	4–8
	Where the Wild Things Are	4–8
Seuss, Dr. (Pseud. – Geisel, Theodore)	*Green Eggs and Ham*	5–7
Sharmat, Marjorie	*I Want Mama*	5–8
Shortall, Leonard	*Sam's First Fish*	4–7
Showers, Paul	*Hear Your Heart*	4–8
	Look at Your Eyes	4–8
	The Listening Walk	4–8
Skaar, Grace	*Nothing But Cats and All About Dogs*	2–3
Slobodkin, Florence & Louis	*Too Many Mittens*	4–6
Slobodkin, Louis	*Magic Michael*	4–6
Slobodkina, Esphyr	*Caps for Sale* (Animals)	3–6
Sonnerborn, Ruth	*The Lollipop Party*	4–6
Spier, Peter (ill.)	*London Bridge is Falling Down!*	4–7
Steiner, Charlotte	*Listen to My Seashell*	4–6
	My Bunny Feels Soft	3–6
	My Slippers Are Red	2–3
Stover, JoAnn	*If Everybody Did*	4–6
Tolstoy, Alexei	*The Great Big Enormous Turnip*	3–7
Tresselt, Alvin	*Hi! Mr. Robbin!*	3–7
	Rain Drop Splash	5–6
	Wake Up Farm	3–5
	Wake Up City	4–7
	White Snow Bright Snow	5–6
	Hide and Seek Fog	

	Sun Up	4–7
	It's Time Now	4–7
	The World and the Candy Egg	5–7
Tudor, Tasha	*Around the Year*	3–7
Udry, Janice May	*Let's Be Enemies*	5–7
	What Mary Jo Wanted	4–7
	Mary Ann's Mud Day	4–7
	A Tree is Nice	5–6
Viorst, Judith	*Alexander and the Terrible, Horrible, No Good, Very Bad Day*	3–6
Webber, Irma E.	*Up Above and Down Below*	5–8
Weisgard, Leonard	*Whose Little Bird Am I?*	5–8
Wiese, Kurt	*Happy Easter*	3–5
Wildsmith, Brian	*Brian Wildsmith's ABC*	3–7
	Brian Wildsmith's Birds	3–8
	Brian Wildsmith's Circus	3–8
	Brian Wildsmith's Fishes	3–8
	Brian Wildsmith's One, Two, Three's	3–6
	Brian Wildsmith's Puzzles	4–7
	The Lazy Bear	5–7
	Brian Wildsmith's Wild Animals	4–6
	Squirrels	5–7
Williams, Garth	*Baby Animals*	3–5
Woodcock, Louise	*The Smart Little Kitty*	2–4
Wright, Ethel	*Saturday Walk*	5–7
Yashima, Mitsu & Taro	*Umbrella* (Japanese girl)	3–7
Yashima, Taro	*Crow Boy*	5–7
	Youngest One	3–4
Young, Miriam	*Jellybeans for Breakfast*	4–7
Zaffo, George J.	*The Big Book of Airplanes*	5–8
	The Big Book of Real Boats	5–8

	The Big Book of Real Building and Wrecking Machines	4–6
	The Big Book of Real Helicopters	5–8
	The Big Book of Real Trains	5–8
	The Big Book of Real Trucks	3–7
	Giant Nursery Book of Things That Go	5–8
	The Big Book of Wheels	3–7
Zion, Gene	*Dear Garbage Man*	4–7
	Harry the Dirty Dog (Series)	4–7
	All Falling Down	5–7
Zolotow, Charlotte	*Do You Know What I'll Do* (Making boy happy)	3–6
	If It Weren't For You (Being a big brother)	4–8
	Sleep Book (Animals)	3–5
	Storm Book	5–8
	The Sky Was Blue	5–6
	The Night Mother Was Away	3–6
	Over and Over	3–5
	The Quarreling Book	4–6
	The Hating Book	5–7
	Mr. Rabbit and the Lovely Present	5–7
	My Grandson Lew	5–8
	My Friend John	5–8
	William's Doll	4–8
	One Step, Two	3–6
	When I Have a Little Girl	4–7
	The New Friend	4–7

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Learning Experiences —

Number Relationships

LEARNING EXPERIENCES – NUMBER RELATIONSHIPS

Concepts dealing with numbers and spatial relationships are introduced through carefully selected materials. These manipulative materials allow children to **see** the ideas, to **work** with the ideas, and to **learn** many of them **independently.** Incidental use of numbers in everyday activities is another way of learning – counting napkins for each child, comparing the size of things in the room, dramatizing the story of the three Billy Goats, plus many other opportunities. Numbers are needed and talked about throughout the day. The adults will listen and observe to keep a record of the number concepts a specific child learns.

The three-year-olds learn number relationships through their everyday play activities.

A. Outcomes

The children will:

1. Become aware of the use of numbers in everyday life.
2. Use numbers and number concepts in their activities.
3. Solve many problems that occur in their daily play activities.
4. Use language related to numbers when needed.
5. Gain information they need by using number concepts.

B. Developmental Sequence

From	To	To
1. Observing number relationships while working with materials	Talking about the number relationships as they work with materials and have experiences	Understanding simple number relationships.
2. Guessing or making a judgment about a number concept or solution to a problem	Experimenting with materials that suggest the concept or solution	Making a judgment on the basis of an experience.
3. Using numbers and number language in play with little meaning	Using numbers and number language in play with understanding some of the time	Using numbers and number language as needed with understanding.

C. How Children Learn Number Relationships

Children learn number relationships by experiences with materials that develop these understandings and by using numbers in their daily activities. Special times need not be set aside for learning about numbers.

1. The children learn number relationships by –
    a. Hearing adults use number language and number concepts.
    b. Playing with the materials that help them learn about numbers.
    c. Discovering number ideas by themselves through experimenting and exploring.
    d. Talking to other children or to an adult about their discovery.
    e. Asking someone to help them when they need a number fact or idea.
2. The adult will –
    a. Talk about number relationships as they correlate with an activity.
    b. Use many opportunities incidentally to show how numbers are used.
    c. Provide appropriate materials and equipment in order to stimulate discovery of number relationships.
    d. Show a child how to use the materials.
    e. Help a child with a number concept he wants to use.

        Each child will be at his level of learning.

        The adult expects to help different children with different concepts.
    f. Realize that pre-reading skills and number relationships are often used together in other parts of the program; as, social studies, science, etc.
    g. Know that the children will remember the concepts they discover.
    h. Expect children to repeat activities often after they begin to understand a number concept.
    i. Take clues from the children to bring in other materials and activities.
    j. Record the number concepts she observes that individual children have learned.
    k. Plan real experiences that include exposure to number concepts; as field trips.

D. Number Concepts

1. Number Language

	Example
Use of words related to size, shape, capacity, distance, also for each concept that follows.	Use words to describe a number concept that relates to what is happening; as, "Billy is **taller** than Sue." Other words: tall-short, dark-light, fast-slow, more-less, big-little, high-low, early-late, near-far, etc.

2. Measurement	
Time Clock time associated with an activity. Sequence — morning, noon, evening. Calendar	At times, say the time associated with an activity; as, "It is 11:30. This means it is time to go home." Or, "A new month begins today. It is ———————."
Temperature	Encourage children to read the indoor and outdoor thermometers (real ones placed at a height children can see).
Weight	Guess which of two items in the room is heavier. Check on the balance scale.
Length	Make a collection of a pair of items (paper strips, pencils, spoons, etc.), one short, one long. Children may sort these into two groups, the **long** and the **short** group.
Size	Arrange a group of blocks from small to large, or narrow to wide.
3. Space Relations	
Awareness of body in space. Moving in space without fear of being lost.	Use of landmarks, address, phone number, policeman, signs. Knowledge of school facilities.
Directions North, south, east, west Left-right	Use directions in activities when appropriate.
Distance	Judge distance to a specific place and length of time to get there. Compare height of wagon to shelf. Check judgment.
4. Money	
Beginning knowledge of coins.	Go to a grocery store. Have each child select an item he likes. Make a list of the items and prices. Use this information to set up a small store in school. Empty cartons may be supplied by the children.
5. Quantity	
Counting by rote.	Sing the song, *"Ten Little Indians".*
One-to-one relationship.	Check if there is one cookie for each child.

Counting to find the total number in a group.	Use a farm set with animals. Have different quantities of each kind to ten – one horse, two pigs, etc. Suggest counting and grouping of animals.
Order and sequence.	Make available the felt numbers and objects which children can arrange in order. Make a collection of containers of various sizes from 1 cup to 1 gallon to be arranged from smallest to largest.
Ordinals – first, second, next, last.	Use terms when appropriate: "Mary may use the tricycle first."
Recognizing the numerals. How many numerals depends on each child.	Learn by working with the materials.

E. **Other Number Activities**

1. Compare the school and surrounding area with an aerial photograph.
2. Make a collection of toys to arrange –

   By the speed they can move – slow to fast: child walking, horse, tricycle, car, airplane, space ship.

3. Estimate and observe on a walking trip –

   What direction you are walking, how long it takes, how far you are walking, where things are in relation to your body, what number language is used to describe observation.

4. Keep a record of how much a plant grows each day, use a ruler or fasten a tape measure to the wall behind the plant.
5. Buy ingredients at store for a cooking and tasting experience or bring money for a field trip or a party.
6. Counting and one-to-one relationships –

   Snack and napkin for each child.

   Number of birthdays of children in one month.

   Number of times a child rings a bell or bounces a ball.

   Blocks used in a building.

   Grouping a collection of toy animals by number of feet, number in each group.

7. Make a personal number book for each child. Include address, phone number, birthdate, age, height, weight, shoe size and so on.

8. Observe how things look close and far away.

9. Judge how long it will take to walk to a certain place and back. Walk the distance and check the *"guess."*

10. Predict and check by doing it.

    How much space is needed to get through on the tricycle.

    How high a child has to lift his feet to get on the climber.

    How many blocks are needed to balance the board.

    How much space is needed on the shelf for a certain toy.

    How much water or corn meal a container will hold.

11. Science walk –

    Plan the walk, draw a map of the route, walk the route, compare your route with the map, talk about the relation of where children are and what they see.

12. Observe the location of the sun at noon, the length and direction of the child's shadow in the morning or afternoon.

13. Have one child ring a bell and another count the number of times. Find the numberal that tells how many times the bell was rung.

14. Have each child who wants to do so, keep his own calendar.

F. **Equipment**

Scales: a balance scale, access to bathroom scale.

Empty milk cartons – pint, quart, gallon.

Measuring cups: a cup marked with one-half, etc.; set of "individual" cups (1/2, 1/4, 1/3). Standard measures and metric measures.

Measuring spoons.

Container for water or dry (corn meal, rice, etc.) grains for measuring.

Yardstick and 3 one-foot rulers.

Measuring tape.

Measuring tape on wall to measure height.

Thermometers that work – indoor and outdoor.

Adding machine.

Cash register.

Toy money.

Telephone book.

Dial telephones.

Stop watch, egg timer, stove timer with bell.

Dials: washing machine, TV, radio.

Egg cartons.

Numerals 0 to 9 –

- Large wooden or plastic numerals.
- Felt numerals with flannelboard or magnetic numerals with magnetic board.
- Numerals on cards to feel (beaded, fabric, suede paper).
- Numerals on cards with objects to match.

Collection of several kinds of objects to group and count – empty spools, straws, toothpicks, clothespins, metal washers, etc.

Set of 100 blocks in rows of 10.

Alarm clock.

Geometric form board.

Jumbo peg boards and pegs.

Felt or flannel objects and figures, flannelboard.

Simple calendar

Toys of graduated sizes – plastic, paper, cake pans.

Collections of pictures – one object, two objects, etc.

Pieces of fabric cut in different shapes and sizes, of different colors, and of different kinds of materials – two sets of each for matching.

Compass.

Number songs, stories, poems, finger plays, games.

Lotto number games.

Unit floor blocks – shape and sizes are proportional.

Hollow building blocks.

Cuisenaire rods – 6 bags.

Large dominoes – wooden in colors.

Typewriter – large print.

ACTION POEMS

I Have Two Eyes to See With

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.

I have two ears to hear with,
And tongue to say good-day.
And two red cheeks for you to kiss,
And now I'll run away.

Ten Little Soldiers

Ten little soldiers
Standing in a row
When they see the captain
They bow just so.

They march to the left
They march to the right
And then they are ready
For a great big fight!

Stars

Here are some stars.
So far away that nobody sees.
They are coming out now.
They are all twinkling.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
(Each finger is a star and twinkles.)

I'm a Rocket

I'm a little rocket	(Child crouches on heels)
Pointing to the moon	
4---3---2---1	(Said slowly)
Blast off! Zoom!	

Five Little Jack-O-Lanterns

Five little jack-o-lanterns sitting on a gate.
(Hold up one hand with fingers extended)
First one said, "My, it's getting late."
(Point to thumb)
Second one said, "Sh-h-h, I hear a noise"
(Point to index finger then put finger to mouth for Sh-h-h)
Third one said, "Oh, it's just some boys."
(Point to middle finger)
Fourth one said, "They're having fun."
(Point to fourth finger)
Fifth one said, "We'd better run."
(Point to little finger)
The wind blew who-o-o, and out went their lights
(Put hands around mouth for "who-o-o")
And away they all ran on Halloween night.
(Wiggle fingers and put hand behind back)

Five Little Valentines

Five little valentines were having a race.	(Running fingers)
The first little valentine was frilly with lace	(Little finger up)
The second little valentine had a funny face.	
The third little valentine said, "I love you."	
The fourth little valentine said, "I do too."	
The fifth little valentine was sly as a fox,	
He ran the fastest to your valentine box.	(Thumb moves over into other hand)

Two Little Apples

Two little apples hanging on the tree (Arms out with hands turned down)
Two little apples smiling at me. (Turn hands up)
I shook that tree as hard as I could (Shaking motion)
Down came the apples. Mmmmmmmmmmmmm,
were they good. (Falling motion. Rub tummy)

Chickadees

Five little chickadees, sitting in a door;
One flew away and then there were four.
Four little chickadees, sitting in a tree;
One flew away and then there were three.
Three little chickadees looking at you;
One flew away and then there were two.
Two little chickadees setting in the sun;
One flew away and then there was one.
One little chickadee sitting all alone;
He flew away and then there was none.

One to Ten

One, two – buckle my shoe,
Three, four – shut the door.
Five, six – pick up sticks,
Seven, eight – lay them straight,
Nine, ten – a big fat hen.

Fishes

Five little fishes swimming in a pool
This one says: "The pool is cool."
This one says: "The pool is deep."
This one says: "I'd like to sleep."
This one says: "I'll float and dip."
This one says: "I see a ship!"
Fisherman's boat comes,
Line goes – SPLASH! (Clap hands)
Away our five little fishes dash.

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Children with Special Needs

With the 1972 passage of Article 4.1 of the South Carolina Code of Laws, as amended, school districts in the state have been mandated to provide appropriate educational programs for handicapped pupils. This law encompasses all areas of handicapping conditions (ages 6–21 years) except the area of hearing handicapped which extends down to age four. Early identification and intervention in the lives of preschool handicapped children is most important. The debilitating effect of physical, mental or emotional handicaps often becomes irreversible by the time these children are of legal school age.

The emerging thrust of education for the handicapped child is toward integrating handicapped children into regular schools and classrooms. In essence, this "mainstreaming" philosophy maintains that whenever possible, handicapped children should be included in regular programs with as much specialized support as each child requires.

With the expansion of early childhood education programs in South Carolina in recent years, public kindergartens, day care programs, Head Start, and child development programs have provided significant educational experiences which have enhanced the lives of young children. Though preschool children who are handicapped may be included in existing programs, there are few preschool programs especially planned for handicapped children.

Teachers of three, four and five year old children can play a significant role in the early identification of potentially handicapping conditions. With a knowledge of normal developmental milestones, the teacher is able to observe children who fail to exhibit behaviors which are typical for their maturational level. While it is DIFFICULT to determine handicapping conditions at this early age and IMPERATIVE that one not become an alarmist, systematic observation and data collection are useful when certain behaviors are suspected to interfere with the normal growth and development of children. Behaviors should not be considered as potentially handicapping UNLESS they (1) occur excessively, (2) are used almost exclusively in place of more appropriate behaviors, or (3) interfere with the child's acquisition of skills that enable him to be a member of his peer group.

What does the teacher look for in assessing a young child's behavior? The following behaviors suggest signs which **may** indicate the need for seeking additional help from appropriate district personnel, ancillary agencies, and the Office of Programs for the Handicapped, S. C. State Department of Education.

OBSERVABLE SIGNS OF POTENTIALLY HANDICAPPING CONDITIONS

Visual

- Eye "muscle imbalance"
- Covers one eye
- Difficulty keeping place
- Rubs eyes, frowns
- Excessive stumbling, awkwardness
- Crusting, reddening of eyelids
- Holds book in unusual position

Auditory

- Turns head to catch sounds
- May have either weak or loud voice
- Frowns or strains forward to hear voices
- Watches lips of speaker
- Frequent requests for instructions

Thinking Problems

Inability to attend to a task
Easily distracted
Inability to control emotions
Poor motor co-ordination
Poor eye/hand co-ordination
Lack of handedness
Poor language development
Poor auditory/visual discrimination
Social age more equal to MA of 3 years

Motoric

Difficulty in: walking
sitting
standing
using hands
Muscle weakness
Poor coordination
Paralysis

Speech

Omissions of initial consonants after 3 years
No sentences by 3 years
Speech unintelligible

Sounds appear more than a year late
Child is embarrassed by his speech
Pitch is not appropriate

Deaf-Blind

Non-verbal
Hyperactive
"Blindisms" (eye poking)
Congenital cataracts
Sensori-neural hearing loss

Emotional

Unsatisfactory inter-personal relationships with peers and parents
Inappropriate or immature types of behavior or feelings
General pervasive mood of unhappiness or depression
Tendency to develop physical symptoms associated with personal or school problems

Hyperactivity
Perseveration
Lack of co-ordination
Motor difficulties

Guidelines for Teachers

Following are some guidelines for teachers working with exceptional children in regular school groups:

1. Determine if the school program and the teacher are suitable for the child.
2. Study the child; keep records of the child for guidance in teaching and for use by others who work with the child.
3. Work in close cooperation with the parents in planning programs and activities for the child.
4. Refer for further testing and evaluation all children whose behavior indicates that they are exceptional.
5. Secure guidance and assistance from trained personnel in terms of specific needs of the child.
6. Recognize personal limitations and attempt only those specialized techniques that are justified through personal training and experience.
7. Transfer out of the school those children whose deviation creates too great a demand or who cannot benefit from the program. Counsel with parents as to procedures for planning further placement or services for the child.

All good teachers realize the importance of identifying the special needs and helping each child within the group. The exceptional child has specific needs and the teacher understands how to help him profit from the school activities as well as how to plan specific activities for him. By identifying these special needs and assisting him to profit from his experiences in an environment free from pressure, many emotional and social problems for the child can be prevented. As the child grows in group participation and becomes involved in goal identification, he is growing in responsibility and leadership. As parents and teachers work cooperatively, each child is guided toward the beginnings of educational fulfillment.[21]

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PERSONNEL FOR EARLY CHILDHOOD EDUCATION PROGRAMS

Administrators

Programs for three, four, and five year old children are an important part of the total educational process. The administrator has a number of important responsibilities:

1. Become knowledgeable of good programs in early childhood education through college courses, institutes, program visitation, and membership in professional organizations.

2. Support the program for young children and interpret it to the school board, the community, parents, and other faculty.

3. Provide adequate space and instructional materials to insure optimal educational opportunities for each child.

Recommended Space Per Child

Indoors	35 sq. ft. minimum 60 sq. ft. maximum
Outdoors	100 sq. ft. minimum 200 sq. ft. maximum

4. Strive diligently to insure that the instructional program meets the developmental needs of children; this should be the prime consideration in decision-making.

5. Provide continous in-service training to meet the special needs of early childhood education teachers.

6. Monitor the educational opportunities to insure that the experiences are appropriate for very young children in terms of:

    a. Reasonable expectations of very young children

    b. An interdisciplinary focus

    c. Adequate and appropriate materials and equipment for 8 to 10 learning centers

    d. Learning episodes which provide for both child-initiated and teacher-initiated experiences with emphasis on an individualized, personalized approach

    e. Direct experiences and explorations by individuals and small groups rather than a total group approach.

7. Facilitate parent participation in programs for young children through:

   a. Classroom visitation to observe a typical kindergarten day. This is a learning experience for parents which is far more desirable than such events as kindergarten graduation and P.T.A. programs with young children "performing" outside their normal classroom setting.

   b. Participation in special projects of classes; i.e., field trips, cooking

   c. Serving as resource persons

   d. Developing the outdoor learning environment

   e. Pupil progress conferences with teachers at least once a year

   f. Parent meetings concerning goals of early childhood education program, growth and development of young children, parenting skills, etc.

   g. Supplying scrap materials for art projects, woodworking, dress-up clothes, etc.

8. Help teachers become knowledgeable of special services available for children from community resources. Make clear policies concerning such services.

Teachers

The single most important component of a successful education program for young children is the teacher. This person should have full certification, based on a four year degree program in early childhood education. In order to keep abreast of current research in the field of early childhood education and to plan more effective programs, she should participate in workshops, conferences, in-service training, affiliate with professional organizations, enroll in graduate courses and read extensively in the field. By talking with children, parents, and educators about those teachers who seem to them most successful in working with kindergarten children, one usually finds all or many of the following personal characteristics mentioned: care and concern for young children, physical vitality, enthusiasm, cheerfulness, sensitivity to others, pleasing voice, intellectual curiosity, sense of humor, tolerance, patience, warmth, and a positive, healthy self-concept.

The kindergarten teacher should have a thorough understanding of her professional responsibilities to children, parents, administrators, fellow teachers, the community, and society in general.

Teacher Aides

The teacher aide is an important part of the instructional team. She assists the teacher in planning as well as working with individual and small groups of children. The minimum educational requirement is a high school diploma though additional training is important. Desirable personal characteristics are similar to those of teachers. The success of individualized programs for young children is largely dependent upon a low adult-child ratio. Parent volunteers may serve as aides in addition to those who are salaried in order to provide effective ratios. Desirable ratios are given below:

Adult-Child Ratios

Three Year Olds	1 to 8
Four Year Olds	1 to 10
Five Year Olds	1 to 10–15

These ratios should be even lower for disadvantaged children. In no case should there be less than two adults available to each group in case of accidents, or need for special attention for one child. The Defined Minimum Program for South Carolina public schools requires that a teacher aide be provided for each kindergarten class.

Professional Growth

A responsiblity of a leader in early childhood education is that of keeping current with new programs, recent research, and new trends in early childhood. In addition to earning college credits, the educator must read the new books and professional journals.

The bibliography provides sources of professional information. Many sources have been listed in previous chapters. The books and pamphlets can be located in college libraries or ordered through local school equipment companies and book stores. They may also be ordered directly from the publisher. Materials from professional organizations are current and inexpensive. Attendance at local, state, and national meetings of professional organizations is also a part of professional growth. Current journals include information on new books and materials as well as on all topics in early childhood education.

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PROFESSIONAL ORGANIZATIONS AND OTHER SOURCES

Pamphlets, leaflets, books and audiovisual materials on the growth and development of young children, on planning early childhood education programs, and on parent-child relationships are available from the following sources. Request list of publications. Prices range from $.05 to approximately $7.00 per copy.

American Library Association. 50 East Huron Street, Chicago, Illinois 60611.

American Public Health Association, Inc., 1790 Broadway at 58th Street, New York, New York 10019.

American Toy Institute. 200 Fifth Avenue, New York, New York 10010.

ACEI – Association for Childhood Education International. 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016. Periodical – *Childhood Education*.

Bank Street College of Education, 69 Bank Street, New York, New York 10014.

Child Study Association of America. 9 East 89th Street, New York, New York 10028.

Child Welfare League of America, Inc. 44 East 23rd Street, New York, New York 10010.

ERIC – Clearinghouse on Early Childhood Education. 805 West Pennsylvania Avenue, Urbana, Illinois 61801. Central resource center for research and articles on early childhood.

Merrill Palmer Institute. 71 East Terry Avenue, Detroit, Michigan 48202.

NAEYC – National Association for the Education of Young Children. 1824 Connecticut Avenue, N. W., Washington, D. C. 20009. Periodical – *Young Children*.

National Committee for Day Care of Children, Inc. 44 East 23rd Street, New York, New York 10019.

National Society for Mental Health, 10 Columbus Circle, New York, New York 10019.

NEA – National Education Association, NEA Center, 1201 16th Street, N. W., Washington, D. C. 20036.

AA-EKNE – American Association of Elementary Kindergarten Nursery Educators. Periodical – *Educating Children – Early and Middle Years*

Project Head Start and Early Childhood, Office of Child Development, U. S. Department of Health, Education, and Welfare. Washington, D. C. 20201.

Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.

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Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402.

The Play School Association. 120 West 57th Street, New York, New York 10019.

U. S. Department of Health, Education, and Welfare, Washington, D. C. 20201.

SOURCES FOR LEARNING MATERIALS

Request Catalog of Early Childhood Materials:

ABC School Supply, 437 Armour Circle N. E., Atlanta, Georgia 30324.

American Guidance Services, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

Bowmar, 622 Rodier Drive, Glendale, California 91201.

Carolina School Supply Co., Inc., 2619 West Blvd., Charlotte, N. C. 28201.

CCM School Materials, Inc., 2124 West 82nd Place, Chicago, Illinois 60620.

Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817.
3135 Ridgewood Road, N. W., Atlanta, Ga. 30327.

Children's Music Center, Inc., 5373 W. Pico Blvd., Los Angeles, California 90019.

Community Playthings, Rifton, New York 12471.

Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131.

Creative Ideas Co., Inc., 4700 Forest Drive, Columbia, S. C. 29206.

Creative Playthings, Inc., Educational Department, Princeton, New Jersey 08540.

Custom Wood Fabricators, 1438 Goblet Avenue, Mt. Pleasant, S. C. 29464.

Developmental Learning Materials, 3505 N. Ashland Avenue, Chicago, Illinois 60657.

Educational Activities, Inc., P. O. Box 392, Freeport, New York 11520.

Educational Teaching Aids Division, A. Daigger and Company, 159 West Kinzie Street, Chicago, Illinois 60610.

Educational Testing Service, Princeton, New Jersey 08540.

Environments Inc., Early Childhood Division, 808 Bay Street, Beaufort, S. C. 29902.

Folkways Records and Service Corp., 165 W. 46th Street, New York, New York 10036.

General Learning Corporation, Early Learning Division, 3 East 54th Street, New York, New York 10022.

Greystone Corporation Education Activities Division, 100 Sixth Avenue, New York, New York 10013. (Recordings)

Ideal School Supply Co., 11000 S. Lavergne Avenue, Oak Lawn, Illinois 60453.

Interstate School Supply Co., 240 Oxmoor Circle, Birmingham, Ala. 35209.

Kaplan School Supply Co., 600 Jonestown Road, Winston Salem, N. C.

Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, N. J. 07632 (books and records).

Southeastern Film and School Supply, Inc., 3604 Main Street, Columbia, S. C. 29203.

Stone's Southern School Supply, 500 East 4th Street, Charlotte, N. C.

Teaching Resources, 100 Boylston Street, Boston, Mass. 02116.

"The Learning Child" – Learning Materials Center, Responsive Environments Corporation, Englewood Cliffs, New Jersey 07632.

The R. L. Bryan Co., Box 368, Columbia, S. C. Box 3466, Florence, S. C. Box 899, Charleston, S. C.

Weston Woods, Weston, Conn. 06880. (Literature – print and non-print.)

SOURCES FOR FILMS

Audio-Visual Library of South Carolina State Department of Education, 1513 Gervais St., Columbia, S. C. 29201.

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Addison-Wesley Publishing Co., Inc., 9 Dunwoody Park, Suite 120, Atlanta, Ga. 30341.
Randy Hairston, Rt. 2, Box 195, Kingstree, S. C. 29556. Ph. 382–2504.

Allyn and Bacon, Inc., 680 Forrest Rd., N. E., Atlanta, Ga. 30312.
A. Gene Cockrell, Rt. 1, Batesburg, S. C. 29006. Ph. 532–6057.

American Book Company, 1582 Stoneridge Dr., Stone Mountain, Ga. 30083.
John L. Pressly, P. O. Box 253, Due West, S. C. 29639. Ph. 379–2307.

Appleton-Century-Crofts, 440 Park Avenue, South, New York, New York 10016.

Atherton Press, 70 Fifth Avenue, New York, New York 10011.

Charles A. Bennett Company, Inc., 809 West Detwiler Dr., Peoria, Ill. 61614.

Boston Music Co., 116 Boylston Street, Boston, Mass. 02116.

Bowmar Publishing Corp. 622 Rodier Dr., Glendale, Calif. 91201.
Robert Keller, 6536 Idlewilde Rd., Apt. D., Charlotte, N. C. 28212. Ph. (704) 536–3893.

Chandler Publishing Company, 124 Spear Street, San Francisco, Calif. 94105.

Columbia University Press, 440 West 110th Street, New York, New York 10025.

Thomas Y. Crowell, 666 Fifth Avenue, New York, New York 10003.

Doubleday and Company, Inc., 501 Franklin Avenue, Garden City, New York 11530.
Tommie Gaylord, Box 417, Cary, N. C. 27511. Ph. (919) 467–1485.

E. P. Dutton & Company, 201 Park Avenue, South, New York, New York 10003.

Educational Progress, Div. of Educational Development Corp., Box 45663, Tulsa, Okla. 74145.
Geb Runager, 516 Rutledge, N. W., Orangeburg, S. C. 29115. Ph. 534–5369.

Encyclopaedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611.
Wm. J. Rogers, 116 S. Minor St., Kershaw, S. C. 29607. Ph. 475–6335.

Environments, Inc., Beaufort Industrial Park, P. O. Drawer V, Burton, S. C. 29902. Ph. 846–8156 or 846–8600.

Fearon Publishers/Lear Siegler, Inc., 6 Davis Dr., Belmont, Calif. 94002.

Field Educational Publications, Inc., 680 Forrest Rd., N. E., Atlanta, Ga. 30312.
Warren N. Scoville, 2822 Hillcrest Rd., Orangeburg, S. C. 29115. Ph. 536–1863.

Follett Educational Corp., 1010 W. Washington Blvd., Chicago, Ill. 60607.

General Learning Corporation, Early Learning Division, Morristown, N. J. 07960.

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  Thomas H. Newman, 1109 Axtell Dr., Cayce, S. C. 29033. Ph. 796–6169.

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Holt, Rinehart and Winston, Inc., 680 Forrest Rd., N. E., Atlanta, Ga. 30312.
  Jerry Redman, 103 Cherry Lane, Edenwood, Cayce, S. C. 29033. Ph. 796–0850.

Houghton Mifflin Company, 666 Miami Circle, N. E., Atlanta, Ga. 30324.
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The Instructor Publications, Inc., Dansville, New York 14437.

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Laidlaw Brothers, 680 Forrest Rd., N. E., Atlanta, Ga. 30312.
  Ibra C. Sarratt, P. O. Box 426, Gaffney, S. C. 29340. Ph. 489–2288.
  Robert B. Shealy, Rt. 1, Box 31–C, Meggett, S. C. 29460. Ph. 889–8394.

J. B. Lippincott Company, E. Washington Square, Philadelphia, Pa. 19105.
  Lester Grimes, Jr., 4270 Bower Lane, Winston-Salem, N. C. 27104. Ph. 765–3460.

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Macmillan Publishing Co., Inc., 1586 Stone Ridge Dr., Stone Mountain, Ga. 30083.
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Charles E. Merrill Publishing Company, 1300 Alum Creek Dr., Columbus, Ohio 43216.

Oxford University Press, Educational Division, 200 Madison Ave., New York, New York 10016.

Parker Publishing Company, Inc., Englewood Cliffs, New Jersey 07632.

Pegasus Publishers, Division of Western Publishing Company, Inc., 850 Third Avenue, New York, New York 10022.

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    Joe Palmer, Rt. 2, Seaton Acres, Honea Path, S. C. 29654. Ph. 369–7033.

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    Wallace C. Kay, P. O. Box 1152, Columbia, S. C. 29202. Ph. 787–2680.

Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017.

Silver Burdett Company, 3272 Peachtree Rd., N. E., Atlanta, Ga. 30305.
    Charles H. Hughes, P. O. Box 67, Denmark,, S. C. 29042. Ph. 793–4749.

Simon and Schuster, Inc., West 39th Street, New York, New York 10018.

Stanford University Press, Stanford, Calif. 94305.

Teachers College Press, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027.

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Western Reserve University, School of Library Science, 10940 Euclid Avenue, Cleveland, Ohio 44106.

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John Wiley & Sons, 605 Third Avenue, New York, New York 10016.

Footnotes

[1] James L. Hymes Jr., *Teaching the Child Under Six* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1968), pp. 27–40.

[2] Aline Auerbach, *Parents Learn Through Discussion* (New York: John Wiley and Sons, 1968), pp. 22–28.

[3] Clarice Wills and Lucile Lindberg, *Kindergarten for Today's Children* (Chicago: Follett Educational Corporation, 1967), pp. 111–119.

[4] Thelma Harms, "Evaluating Settings for Learning," *Young Children* XXV (May, 1970), pp. 304–308.

[5] Project Head Start, Office of Child Development, *Nutrition, Better Eating For a Head Start*, No. 3 (Washington, D. C.: U. S. Department of Health, Education, and Welfare, December, 1968), p. 5.

[6] *Preschool Guide* (Denver, Colorado: State Board for Community Colleges and Occupational Education and Colorado Association Future Homemakers of America, 1968), p. 13.

[7] *Equipment and Supplies*. Bulletin 39 (Washington, D. C.: Association for Childhood Education International, 1968), p. 3.

[8] "Suggestions for Free and Inexpensive Outdoor Equipment" (Greeley, Colorado: compiled by The New Nursery School, Colorado State College and the Colorado Association for the Education of Young Children), p. 8. (Mimeographed.)

[9] J. Francis Huey, *Teaching Primary Children* (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 77–92.

[10] Hellen Heffernan and V. E. Todd, *The Kindergarten Teacher* (Lexington, Massachusetts: D. C. Heath and Company, 1960), p. 170.

[11] Earl W. Lindeman, *Developing Artistic and Perceptual Awareness* (Dubuque, Iowa: William C. Brown Company Publishers, 1969), p. 200.

[12] *Ibid.* pp. 59–60.

[13] Ruth L. Peck and R. S. Aniello, *What Can I Do For an Art Lesson?* (Englewood Cliffs, New Jersey: Parker Publishing Company, Inc., 1966), p. 200.

[14] Sarah H. Leeper and others, *Good Schools for Young Children* (New York: The Macmillan Company, 1968), p. 357.

[15] John and Diane Crane, *Scrap Craft* (Instructor Handbook Series. Dansville, New York: The Instructor Publications, Inc., 1963), p. 47.

[16] Wills and Lindberg, *op. cit.*, pp. 242–243.

[17] *Come Follow Me* (St. Louis, Missouri: Concordia Publishing House, 1966), Poems: The Farmyard, p. 57; Little Brown Seed, p. 58; Song for a Ball-Game, p. 64; The Goblin, p. 77.

[18] Iris M. Silverblatt, *Creative Activities; A manual for teachers of preschool children,* (Cincinnati, Ohio: Creative Activities, 1964), pp. 34–40.

[19] Neith Headley, *The Kindergarten: Its Place in the Program of Education* (New York: The Center for Applied Research in Education, 1965), pp. 74–75.

[20] *Ibid.*, pp. 77–78.

[21] Sarah H. Leeper and others, *Good Schools for Young Children* (New York: The Macmillan Company, 1974), pp. 454–455.

[22] *Ibid.*, p. 217.

"Today the emphasis in the kindergarten is not on preparing the child for first grade or looking to the next year, but rather on helping him to live richly and fully as a five year old."

James L. Hymes, Jr.